

REVIEW OF M.ED. ACTION RESEARCH PROPOSAL

Student _____

Date _____

Advisor _____

Project Title _____

Proposal Elements		Notes/Comments:
<p>Introduction</p> <ul style="list-style-type: none"> ● Introduces the topic under study, the purpose of research and sets forth the context ● Describes the need for the project ● States personal interest in this particular line of inquiry ● Demonstrates sensitivity to issues of diversity; e.g., special needs, gender, race, class, orientation, etc. ● Includes a concise statement of the central research question with supporting hypotheses, concerns, and/or related questions or concerns to be addressed ● Defines major terms where useful or necessary 	<p align="center"><u>Topic of Inquiry</u></p> <p align="center">Met/ Not Met</p> <p align="center"><u>Statement of Research Question</u></p> <p align="center">Met/ Not Met</p>	
<p>Review of Literature</p> <ul style="list-style-type: none"> ● Establishes a theoretical base for the topic under study ● Provides a review of related studies and projects ● Includes ample citations and sources ● Observes current APA style 	<p align="center"><u>Theoretical Framework</u></p> <p align="center">Met/ Not Met</p> <p align="center"><u>Literature cited</u></p> <p align="center">Met/ Not Met</p>	

<p>Proposed Methods of the Study</p> <ul style="list-style-type: none"> • Explains the selection of participants/sample • Describes how the project will be conducted • Describes instruments to be used, and methods of gathering data • Explains procedures of data analysis 	<p><u>Sample selection</u></p> <p>Met/ Not Met</p> <p><u>Methods of data gathering (including applicable instruments)</u></p> <p>Met/ Not Met</p> <p><u>Methods of Analysis</u></p> <p>Met/ Not Met</p>	
<p>Proposed Practical Implications of the Study</p> <ul style="list-style-type: none"> • Supports the need for the study • Describes how the materials developed for the project will be of value to the larger educational community • Identifies limitations of the study 	<p><u>Relevance to need/purpose</u></p> <p>Met/ Not Met</p> <p><u>Contribution to field/larger community</u></p> <p>Met/ Not Met</p> <p><u>Potential Limitations</u></p> <p>Met/ Not Met</p>	
<p>Reference List</p> <ul style="list-style-type: none"> • Includes careful listing of major references • Uses current APA style 	<p><u>References cited</u></p> <p>Met/ Not Met</p>	

M.Ed. Final Action Research Rubric

Criteria	Exemplary	Proficient	Functional	Unacceptable
Introduction	<ul style="list-style-type: none"> Clearly introduces the topic under study, includes a focused background of the problem and its importance by contextualizing it within society/education and supports with statistics, narratives, and relevant professional organizations. States personal interest in this particular line of inquiry Includes a concise statement of the central research question with supporting hypotheses, concerns, and/or related questions or concerns to be addressed. A clear connection exists between the purpose and the research question. 	<ul style="list-style-type: none"> Clearly introduces the topic under study, includes a focused background of the problem and its importance to the field States personal interest in this particular line of inquiry Includes a concise statement of the central research question with supporting hypotheses, concerns, and/or related questions or concerns to be addressed 	<ul style="list-style-type: none"> The overall problem, challenge, or topic that is to be examined is present. However, significant details are missing. Insufficient information is provided about the background. The relationship and the detail for the personal interest is lacking. The statement of the research question is unclear or of limited value. 	<p>Neither implicit nor explicit reference is made to the issue or controversy that is to be examined. A clear statement of the research question is missing or the question is of limited value</p>
Review of the Research Literature	<ul style="list-style-type: none"> Establishes theoretical significance. Shows an <u>analysis</u> of the relationships and differences among related studies and reports. Clearly and explicitly organizes topics with an intro, critique, and a brief summary. Uses a variety of 	<ul style="list-style-type: none"> Establishes a theoretical base for the topic under study. Provides a complete review of relevant studies and projects Demonstrates some understanding of the literature. Includes ample citations and sources 	<ul style="list-style-type: none"> The theory base or conceptual framework is present but lacks a relevant connection with the topic. Relevant studies and reports are identified, but there is a lack of coherence in the 	<ul style="list-style-type: none"> No theory base or conceptual framework is used to critique the literature. The review of literature appears fragmented and of little importance to the problem identified.

	<p>appropriate sources including empirical studies.</p> <ul style="list-style-type: none"> Provides the state of current knowledge of the topic and identifies gaps in the current research literature. 		<p>description.</p> <ul style="list-style-type: none"> The review is mainly a summary of the literature. 	<ul style="list-style-type: none"> No clear organization exists. The writer does not demonstrate a full understanding of the literature.
Methodology: Participants	The number of subjects and how they were selected are identified. Both the context and the subjects are clearly and completely described. (Includes all relevant demographic information, community and school context and research setting.)	The number of subjects and how they were selected are identified. Both the context environment and the subjects are described but some relevant demographics are missing.	Information on the subjects is present, but the number, how they were selected, or the research setting is unclear.	It is not obvious who served as the subjects for the study, or how they were selected.
Methodology: Instruments and Materials	If instruments (published questionnaires, surveys, etc) are used they are clearly identified and justified. Their validity is supported by the literature. The instrument(s) logically fits with theory base. All materials are identified and included in appendices.	Instruments are identified and described. The instrument(s) logically fits with theory base. All materials are identified and included in appendices.	Instruments or materials are identified, but information as to their worth may not be contained in the report. Some lack of clarity between the selected instrument and the theory base exists.	There is an incomplete discussion of instrument or materials. No mention of validity exists. The materials do not follow logically from the theory base.
Methodology: Data Collection	The research design is clearly detailed. Data sources are clearly identified.	The research design is detailed. Data sources are identified.	The research design and data sources are described, but leaves the reader with many unanswered questions.	A discussion of the research design and data sources is either omitted or very limited.
Methodology: Procedures	The procedures are clear, flow smoothly, and are presented in a logical sequence.	The procedures are presented and in a logical sequence.	The procedures are not as clearly stated as they could be leaving gaps in understanding for the reader.	Procedures, if provided, are not described clearly.
Methodology: Data Analysis	Clearly describes proposed data analysis and is congruent with research design.	Describes proposed data analysis but is missing some alignment with research	Describes proposed data analysis but is not congruent with research	Proposed data analysis is missing.

		design.	design.	
Results and Analysis	The results clearly address the research question. The analysis and inferences are strongly supported by data.	The results address the research question. The analysis and inferences are supported by data.	The results are presented but it is unclear how they tie back to the research questions. The analysis is not supported fully by data.	The results do not address the research question. Analysis is not support by data.
Discussion /Conclusion	<p>The discussion demonstrates a deep understanding of the meaning of one's results and its implications for the educational setting. It comprehensively answers the "So what?" question and contains four key parts:</p> <ol style="list-style-type: none"> 1. Summary of results based on research questions, 2. An interpretation of the results based on the theory base 3. Insights that the teacher has gained through the process of researching. 4. Recommendations for future research. <ul style="list-style-type: none"> • Supports the need for the study • Describes how the materials developed for the project will be of value to the larger educational community • Identifies limitations of the 	The discussion demonstrates an understanding of the meaning of one's results and its implications for the educational setting. It answers the "So what?" question and contains all four key parts.	The discussion, on the surface, contains the key parts, but the discussion demonstrates a lack of understanding of the meaning of one's results in relation to the educational setting. Most of the 4 parts are addressed at a surface level.	The discussion is missing one or more of the 4 key parts. A lack of understanding of one's results exits.

	study			
References	All citations cross-list to the reference page, and everything is in correct APA style.	All citations cross-list to the reference page, and only 1-2 minor errors in APA style appear.	One to two citations are not cross-list to the reference page, and only a few minor errors in APA style appear.	Inadequate references are listed, inconsistencies appear between reference page and body, or references are not in correct APA style.
Writing Clarity and Style	<ul style="list-style-type: none"> • Writing is exceptionally clear, and succinct. • Paper follows all APA format rules. 	<ul style="list-style-type: none"> • Writing is clear. • Paper follows almost all APA format rules. 	<ul style="list-style-type: none"> • Writing is generally clear, but unnecessary words are used. Meaning is sometimes hidden. Paragraph or sentence structure may be repetitive. • Paper is inconsistent with APA format rules. 	<ul style="list-style-type: none"> • It is hard to know what the writer is trying to express. Misspelled words, incorrect grammar, and improper punctuation are evident. • Paper is lacking APA format rules.
Preliminary Pages	All preliminary pages are included and consist of: <ul style="list-style-type: none"> • Title Page • Abstract • Acknowledgements • Certification Page • Table of Contents 			Not all preliminary pages are included.

Student	Inquiry	question	Framework	Cited	Selection	Data	Analysis	e	Contributions	Limitations	References
		1	0	1	0	1	1	1	1	1	1
		1	1	1	1	1	1	0	0	0	0
		1	1	0	0	0	0	0	0	0	0
		1	1	1	0	1	0	1	1	1	1
		1	1	1	0	1	1	1	1	1	1
		1	1	0	1	1	1	0	1	1	0
		1	1	0	1	1	1	1	1	1	1
		1	1	1	1	1	1	0	1	0	1
		1	1	1	1	1	1	1	0	0	1
		1	1	1	1	1	1	1	1	1	1
		1	1	1	1	1	1	1	1	1	1
		1	1	1	1	1	1	1	1	1	1
		1	1	1	1	1	1	1	1	1	1
		1	1	1	0	0	1	1	1	1	1
		1	1	1	1	1	1	1	1	1	1
		1	0	1	1	1	1	1	1	1	1
		1	1	1	1	1	1	0	0	0	0
		1	1	1	1	1	1	1	1	1	1
		1	1	1	1	1	1	1	1	1	1
		1	1	1	1	1	1	1	1	1	1
		1	1	1	1	1	1	1	1	1	1
		1	1	1	1	1	1	1	1	1	1
		1	1	1	1	1	0	0	1	1	0
		0	0	0	0	0	0	0	0	0	0
		1	1	1	0	1	1	1	1	1	1
		1	1	0	0	0	0	0	0	0	0
0.9565217		0.869565	0.782609	0.65217	0.82609	0.78	0.65217	0.73913	0.69565217	0.695652	0.826087