

**Department of Learning and Teaching
Action Research Summary
Fall 2008, Spring 2009, Summer 2009**

I. Overall:

The Action Research rubric was developed for use with students in the Learning and Teaching Department Master's programs as a form of assessment for the Action Research project, which is the culminating project for the M.Ed. and M.A.T. candidates. The rubric provides the opportunity for faculty to set clear expectations and to provide detailed feedback to students, as well as to determine who passed and who did not. Reviewers score each criterion on a total points basis (i.e., the number of points for each criterion varies) according to descriptions for the performance range for each criterion. Two reviewers evaluate each action research project and the average score of the two reviewers is calculated as the final grade.

II. Cut Scores:

For 2009-2010, the passing score was set at 75%. Of the 49 candidates who completed an action research project, 48 candidates met this cut score and one did not. Overall scores of those who passed ranged from 76 to 99.5. The candidate who did not pass was mentored by a faculty member and the candidate revised and resubmitted the action research project. In the interim, a more blind way of scoring the projects was developed. The revised rubric, which included the same criteria, was applied by two readers to evaluate the resubmission. The candidate passed on the second submission.

Faculty expressed a concern that scores might be inflated for one of two reasons. First, this was the first year of full implementation of the action research rubric to evaluate the projects. Faculty members were new to action research and were in the process of learning what the elements of an action research project should be. In addition, different faculty members might not be interpreting the criteria in the same way, and therefore, rating differently. Second, because the number of points for each criterion is known to the reviewer, as is the total number of points needed to pass, it is possible, and even likely, that the scoring is influenced by the overall outcome. For example, if the candidate were to have 72 total points, a reviewer might go back to each criterion to see where three points could be added, so that the candidate would pass.

III. Analysis of Rubric Criteria for Fall 2008, Spring 2009 Summer 2009:

This table shows an analysis of mean and median scores by rubric criterion. The maximum points for each criterion are shown below each criterion.

	Mean Score	Median Score
Research Question (10 Points)	8.8	9
Literature Review (10 Points)	8.8	9
Methodology (20 Points)	17.3	17
Data Collection (15 Points)	12.9	14
Results (15 Points)	12.9	14
Analysis (20 Points)	17.5	18
Conclusion (5 Points)	4.4	5
Quality of Writing (5 Points)	4.2	4
Total Score	86.6	86

IV. Reporting to Students:

AR Results: Copies of the rubrics and comments from both reviewers, and the total score, are sent to the candidate and the candidate's advisor.

IV. Recommendations:

1. Review and revise the Action Research Rubric for use in 2009-2010.
2. Determine the relationship between the assessment of the action research project proposal and the assessment of the action research project.
3. Include the Action Research Rubric in the Research Handbook currently under development.