

Criteria/Rubric for the Master's Project

Master in Teaching Program -- Winter 2014

ENGAGEMENT WITH RESEARCH & WRITING PROCESS

Meets expectation:

- Meets all weekly due dates
- Punctual and prepared for research workshops & research circles.
- Provides peers productive feedback to annotations & drafts
- Uses workshops, circles and feedback to develop & revise paper
- Independently seeks assistance from other sources (librarians, other faculty, etc)

Does not meet expectation:

- Misses due date(s)
- Late and/or not fully prepared for research workshops or research circles
- Does not use program resources to develop & revise paper
- Not proactive in seeking assistance from others

SECTION 1: INTRODUCTION TO RESEARCH QUESTION & RATIONALE (Group Authorship)

A. Statement of the Research Questions:

(1) Scope and focus of the questions

Meets expectation:

- Each research question of the project allows for both exploration of issues and provides manageable focus for this master's project.
- Each person's research question clearly relates to the main research question of the paper.

Does not meet expectation:

- Questions either allow for exploration OR provide focus but not both.
- Questions neither allow for exploration nor provides focus.
- Unclear how one or more person's question(s) relates to the main research question of the paper.

B. Rationale:

(1) Importance of the questions to educational community

Meets expectation:

- The questions directly relate to classroom practice. The answers matter in the lives of children who attend public schools.

Does not meet expectation:

- The questions are not related to classroom practice
- The questions insufficiently address the needs of the children who attend public schools

(2) Balance

Meets expectation:

- In discussing the central question of the paper, a balanced overview (not skewed towards one point-of-view or one section of paper) is given of the importance of the question to the educational community

Does not meet expectation:

- The rationale is missing, vague or unclearly stated.

- The rationale indicates the authors' strong preconceptions and close-mindedness
- The rationale doesn't relate to all the research questions addressed in the paper.

(3) Description of issues and points of disagreement

Meets expectation:

- The introduction provides an overview of main issues and/or points of disagreement for the main research question that is relevant to everyone's individual question.

Does not meet expectation:

- A partially developed description of issues and points of disagreement or a skewed presentation of the current status of the problem is given
- Little or no reference is made to existing issues and points of disagreement
- Relevance to the research question(s) is unclear.

(4) Anchored in the professional literature

Meets expectation:

- The introduction is based on information available in the professional literature

Does not meet expectation:

- A discussion of the relevance to educators is based solely on your opinion, not the professional literature
- There is an incomplete or uneven balance between personal opinion and a literature-based discussion of the importance of the problem to educators

(5) Statements of definitions & limits of your study

Meets expectation:

- Clear definition of terms where needed
- Statement of limits regarding your literature selection

Does not meet expectation:

- Missing or unclear definition of key terms
- No statement of the limits of your literature search

SECTION 2: REVIEWS of the RESEARCH (Individual Authorships)

A. Introduction to Individual Section of Paper

(1) Introduction

Meets expectation:

- Clear restatement of research question for this section of the paper
- Relationship of the question to the rest of the paper is explicitly stated
- Statement of the literature search process & terms, types of studies found & limits
- Preview of general findings relevant to your question.

Does not meet expectation:

- Statement of research question is unclear
- Unclear how your individual question relates to the main research question of the paper.
- Missing or unclear definition of key terms
- Missing or unclear statement of the types of studies examined & limits of your literature search
- Missing or unclear preview of main points

(2) Personal rationale for this part of the investigation

Meets expectation:

- Succinct explanation of the importance of the question to the author
- Clear explanation of how this investigation will help the author to better meet the needs of children in the public school classroom
- Explanation is supported with reference to the professional literature.

Does not meet expectation:

- The rationale for the author doing this project is missing, vague, or unclearly stated
- The rationale indicates the author's strong preconceptions and close-mindedness
- Missing explanation or unsubstantiated claim for how this investigation will help the author better meet the needs of children in the public school classroom.

B. Critical & Integrative Review of the Literature

(1) Sources

Meets expectation:

- Includes a minimum of 5 empirical research studies –quantitative and/or qualitative – that have been peer-reviewed
- Studies are relevant and useful to addressing your research question.

Does not meet expectation:

- Less than 5 peer-reviewed empirical research studies that are quantitative and/or qualitative
- Studies seem too scattered in focus making it hard to draw conclusions.
- Not all research studies are relevant or useful for addressing research topic/question

(2) Organization

Meets expectation:

- Section provides some context and follows a logical organization for discussing the research studies

Does not meet expectation:

- Lack of context makes this section difficult to understand
- This section is poorly organized (e.g. missing parallel structure and/or topic sentences) and therefore difficult to follow.

(3) Analysis of research

Meets expectation:

- Clear summary of each study and its findings.
- Critical analysis and thoughtful discussion of each study that accurately attends to generalizability, internal validity, and objectivity for quantitative studies; and transferability, credibility and confirmability for qualitative studies.
- Clear presentation of spider map figures to illustrate analysis and pertinent conclusions you can draw from this study.

Does not meet expectation:

- Missing or unclear summary
- Missing or unclear critique (e.g. critique mentions strength/weakness of the study without explaining how it affects the conclusion you can draw in your investigation)
- Missing or unclear presentation of spider map.

(4) Summary & Implications

Meets expectation:

- Clear summary of how the findings in the current research relate to your research question and rationale
- Concise statement of how findings inform next steps for your investigation and pedagogical practices
- Statement of next steps for your investigation and practice is informed by the critical analysis of the research.

Does not meet expectation:

- The summary includes lists of suggestions/strategies drawn from the literature with little or no reference to the critical assessment of the research upon which these recommendations are based.
- The material in this section is based almost exclusively on personal opinion or on opinions of others with few or no citations or references to research

(5) Statement of unanswered questions/ Areas for future research

Meets expectation:

- Identification of aspects of your question/topic that are unanswered or unclear from your current investigation of the research.
- Statement of what you would do in the next step of this investigation to become better informed about these areas (e.g. how would you refine your literature search? Action research in your classrooms? Etc.)

Does not meet expectation:

- A missing or incomplete discussion of aspects of your question/topic that are still unanswered or unclear in the research and that suggest a need for future research.
- Strategy for next steps is either missing, or too vague and general.

SECTION 3: CONCLUSION (Group Authorship)

A. Summary and Recommendations

Meets expectation:

- Review major questions of the paper and summarize the key things learned from the review about each question.
- Statement of the key insights your group gained about your main research question that are clearly linked to both the critical review of the studies and the rationale your group wrote.

Does not meet expectation:

- No clear discussion of how the findings relate to the rationale for your study
- No concise statement of how findings overall inform your research question
- An incomplete or uneven balance between personal opinion and a literature-based discussion of recommended classroom strategies
- The conclusions are based almost exclusively on personal opinion with little or no reference to the literature or to existing conflicts and controversies revealed in your rationale or review of research on the topic

OTHER PAPER COMPONENTS

A. Abstract (Group Authorship)

Meets expectation:

- Located between the title and the beginning of the paper in an indented paragraph
- Follows APA expectations for an abstract

Does not meet expectation:

- Misplaced within paper
- Not based on APA expectations

B. Citation Conventions (Individual & Group responsibility)

Meets expectation:

- Uses correct APA documentation for both in-text citations and the reference list
- Formats paper according to APA style and as directed by the faculty

Does not meet expectation:

- Incorrectly uses APA citations or does not specifically cite references from professional literature
- Incorrectly uses APA formatting in body of paper or does not follow other style requirements

C. Formatting and final submission format (to be confirmed once discussed with printer)

- Final combined document proof read and formatted for publishing
- Papers combined into single pdf document
- Papers should be single spaced, -- **font and margin size TBA make sure to write it down here!**
- Spider charts are embedded into each text and referred to using "see figure 1, 2, 3, etc."
- Synthesis chart included as part of the appendix to the paper.
- Everyone's references combined in alphabetical APA format at end of text.
- Combined pdf sent to faculty & program office.

Still to Come → Professional development workshop rubric