Candidate Name:

|  | **Level 1****Not Acceptable****(< 35 pts)** | **Level 2****Needs Improvement****(35-40 pts)**  | **Level 3****Meets Standards****(40-45 pts)** | **Level 4****Exceeds Standards****(45-50 pts)**  |
| --- | --- | --- | --- | --- |
| **Candidate will provide a detailed Statement of Problem with Inclusion of Demographics that addresses a current topic in educational leadership.** NELP: 1.1, 3.3, 5.1, 5.3, & 7.2) | * No clear description of the context;
* Question is not researchable;
* Question does not reflect a problem related to a specific site or area;
* Question does not reflect the philosophy and guiding principles of the program;
 | * Problem is not well defined;
* Question is somewhat researchable;
* Question is timely **or** relevant to the issue or problem;
* Question is somewhat guided by needs assessment conducted in the context;
* Question somewhat reflects the philosophy and guiding principles of the program;
* Demographics are mentioned but not defined;
 | * Description of the research question is clearly defined;
* Question is researchable;
* Question is timely and relevant to the issue or problem;
* Question is clearly guided by needs assessment conducted in the context;
* Question reflects the philosophy and guiding principles of the school or program;
* Demographics are prevalent but not defined;
 | * Question is researchable and could potentially resolve a clearly identified problem or issue;
* Question is relevant, timely **and** grounded in practice and supported by thoroughly conducted needs assessment;
* Needs assessment was conducted in collaboration with diverse stakeholders;
* Demographics are prevalent and fully defined to the connection of the problem;
 |
| **Rating = /** |  |  |  |  |
| **Candidate will provided a thorough and detailed Literature Review pertaining to the current topic being researched within their school or educational setting.** NELP: 1.2, 3.2, 4.1, & 6.2 | * Literature review doesn’t cite relevant theories and research in terms of the question(s) being asked;
* Literature reviewed does not includes major theories and research in the area;
* Literature review is not written in the way that can guide the action planned in the study;
* Literature does not reflect the context of the research *(i.e., the research setting)*;
 | * Literature review cites major theories and research in the field of study that is related, but does not make clear connections with the research questions;
* Literature reviewed includes some major theories and research in the area;
* Literature review is written in the way that can somewhat guide the action and assessment plan;
* Literature minimally reflects the context of the research;
 | * Literature review cites major and contemporary theories and research that seem relevant to the contextual needs and the action research question(s), and clear connections with research questions are made;
* Literature review is effectively written in the way that can meaningfully guide the action and assessment plan;
* Literature purposefully guides action and assessment plan;
* Literature review reflects the context of the research;
 | * Literature review cites comprehensive research and theoretical knowledge of the

field in the way relevant to the contextual needs and the action research question(s);* Literature review is synthesized purposefully *(appropriate connections are made)*;
* Literature review is organized around and guides action and assessment plan comprehensively according to APA guidelines;
* All literature is reviewed in the context of the research and reflects legal and ethical research techniques;
 |
| **Rating = /** |  |  |  |  |
| **Candidate will develop an effective and detailed Action Plan Including Assessment Techniques to implement a new or modify the existing program for improvement of the educational environment for all students.** NELP: 1.2, 2.1, 2.3, 2.3, 3.2, 4.1, 4.2, 4.3, 5.2, 6.2, 6.3, & 7.3 | * Action and assessment plan for studying research question are not clear and

Systematic;* Action and assessment plans are not guided by relevant theories and research;
* Description of action/intervention is not present or unclear;
* Process of data collection is not explained thoroughly;
* Initial design would not provide avenue for an effective action plan;
* No plan to triangulate data;
 | * Action and assessment plans for studying research question are clear **or** systematic but not both;
* Action and assessment plans are marginally guided by relevant theories and research;
* Methods chosen are not well thought through in terms of the research question;
* Plan for triangulation of data has gaps and/or triangulation of data is cited but not evident;
 | * Action and assessment plans are clear and identifiable;
* Action and assessment plans are clearly guided by relevant theories and research;
* Process of data collection is systematic and thorough;
* Clear description of action/intervention;
* Data analyses are appropriate and accurate;
 | * Data collection or research interpretation demonstrates responsiveness to issues;
* Links of action and assessment plans to guiding theories and research are insightful and reflective;
* Developing the action and assessment plans benefited from collaborating with diverse stakeholders in the identified area;
* Problem solution is reached in an ethical and innovative way;
 |
| **Rating = /** |  |  |  |  |
| **Candidate will be able to articulate and develop the Data Analysis, and presentation of findings within the context of the overall action research project.**NELP: 2.1, 3.1, & 5.3 | * Analysis techniques are not appropriate for the data;
* Findings from raw data are not well summarized;
* Findings are not clearly articulated;
* Invalid or incomplete interpretation of data;
* Trends or patterns in data not clearly identified;
* Analysis is not reflective in terms of the context and learning & teaching;
 | * Analysis techniques used are minimally appropriate for the purpose and scope of the project;
* Findings from raw data are summarized but needs a more clear and systematic format;
* Partial interpretation of data;
* Trends or patterns in data marginally identified;
* Analysis is reflective in terms of the context or relates to professional and personal development;
* Findings section include graphs or tables without APA style;
 | * Analysis techniques used are appropriate for the purpose and scope of the project;
* Findings from raw data are summarized in a clear and systematic format;
* Valid interpretation of data;
* Trends or patterns in the data clearly identified;
* Analysis is reflective in terms of the context and relates to professional and personal development;
* Findings include clearly articulated graphs or tables in APA style;
 | * Analysis includes techniques beyond normal scope of action research;
* Interpretation of data shows synthesis or previous and current research in the research context;
* Trends or patterns clearly identified in the data;
* Analysis is deeply reflective in terms of the context and relates to professional and personal development in collaboration with diverse stakeholders in the area;
* Relationships among data are presented graphically;
 |
| **Rating = /** |  |  |  |  |
| **Candidate will effectively present and discuss the action research project with a diverse set of stakeholders.**NELP: 4.4, 6.1, 7.3, & 7.4 | * Inadequate description of meaning of findings;
* Interpretation of impact of intervention is missing;
* Findings not tied to research;
* Discussion does not relate findings to the context or to learning and teaching;
 | * Marginal description of meaning of findings;
* Interpretation of impact of intervention is valid but minimally explained;
* Findings not tied well to research
* Discussion relates findings to the context or to learning and teaching;
 | * Adequate description of meaning of findings;
* Interpretation of impact of intervention is valid;
* Findings confirm or refute previous research;
* Discussion relates findings to the context and to learning and teaching;
 | * Description of meaning of findings pushes knowledge and understanding of the subject;
* Discussion includes a thick description of the relationship between the findings and the context and to learning and teaching within the context of the learning environment;
 |
| **Rating = /** |  |  |  |  |
| **Candidate effectively provides the reader and stakeholders with an Overall Reflection and Conclusion that if implemented will benefit the overall educational community.** NELP: 1.2, 7.1, & 7.4 | * Little or no reflection;
* Reflection offered is superficial;
* Limitations are not recognized;
 | Reflection on action research process address some of these or does not adequately explain:* what the study has shown, how the problem or issue has been resolved;
* limitations of the study;
* ways the research study could be improved;
* suggestions for future research;
* ways your future teaching & practice is informed;
 | Reflection on action research process includes:* what the study has shown, how the problem or issue has been resolved;
* limitations of the study;
* ways the research study could be improved;
* suggestions for future research;
* ways your future teaching/practice is informed;
* how the action researcher was transformed to be a wiser and more effective practitioner through the research experience;
* how the action researcher benefited from collaborating with other professionals in the field;
 | Reflection ties the study to new potential directions in the fieldReflection on action research includes:* how the action researcher was transformed to be a wiser and more effective practitioner through the research experience;
* how the action researcher could initiate leadership in the field;
* critical reflection of the transformative experience at personal, social, and cultural levels;
* how the action researcher benefited from collaborating with other professional in the field and intends to continue the collaboration in her/his professional life;
 |
| **Rating = /** |  |  |  |  |
| **Candidate provides the instructor/s with a graduate level action research project that follows all academic Writing standards for research.**NELP: 1.2, 4.1, & 5.2 | * Citations not correct;
* Academic language not used;
* Poorly organized;
* Unclear;
 | Some but not all of the following:* use of proper citations;
* demonstrates ability to use academic language;
* clear focus, well organized;
* conceptual clarity;
 | * Use of proper citations;
* Demonstrates ability to use academic language;
* Clear focus, well organized;
* Conceptual clarity;
 | Clearly developed analysis and argument that shows relationships between all the components of the research |
| **Rating = /** |  |  |  |  |
|  |  |  |  |  |
| **Total points =** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |  |  |  |  |
| **COMMENTS** |  |