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)** |
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| **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 field  Reflection 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 = /** |  |  |  |  |
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| **Total points =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  |  |
| **COMMENTS** |  | | | |