**Rubric/Guide for mini Action Research Inquiry**

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| **Rubric/Guide for Action Research Plan** |
|  | Level 1. Not Acceptable | Level 2. Competent  | Level 3. Exemplary |
| Identification of ProblemUnderstanding of Context Formulation of Research QuestionReflection on Practice | * No or unclear description of the “practice” context, and of the rationale for the research question;
* Question does not reflect a problem related to a specific site, and individual training experience;
* Question is too abstract and is not “researchable”.
 | * Description of the “practice” context for the question is clear, and reflects the rationale for the research question;
* Question is detailed enough and “researchable”;
* Question reflects a problem related to a specific context;
* Question is clearly guided by a specific teaching experience or previous training;
* Question reflects the guiding principles of the programme and individual stance in education
 | * Question is researchable and could potentially resolve a clearly identified problem or issue, i.e. lead to action;
* Question could lead to substantial professional growth;
* Question is grounded in one’s practice and specific “practice” context;
* Question is supported by well-articulated rationale based on one’s experience, previous training and collaborative reflection with peers and mentors;
* Question reflects the guiding principles of the programme and individual stance in education.
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| Literature (Guiding Theories)Reflection on Previous Theoretical TrainingReflection on Professional Dialogue | * No indication of relevant theories in terms of the question being asked;
* Theories and reflections on professional dialogue are not written in the way that can guide possible solutions and the action planned in the study;
* Literature and reflections are not linked to action;
* Literature and reflections do not reflect the “practice” context (i.e., the research setting)
 | * Literature review and reflection on professional dialogue cite theoretical and practical knowledge of the field in the way that seem relevant to the contextual needs and the action research question;
* Literature review and reflections are written in the way that somehow guide action;

Literature and reflections somehow reflect the “practice” context. | * Literature review and reflection on professional dialogue cite theoretical and practical knowledge of the field in the way relevant to the contextual needs and the action research question;
* Literature review and reflections are synthesized purposefully (appropriate connections are made);
* Literature review and reflections are organized around and guide action comprehensively
* Literature and reflections reflect the “practice” context.
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| Action PlanProposed SolutionsAction-Oriented Reflection | * Action plan for studying research question is neither clear nor systematic;
* Action plans are not guided by relevant theories and reflections on professional dialogue;
* Description of action/possible solution(s) is not present or unclear.
 | * Action plans are clear and systematic;
* Action plans are clearly guided by relevant theories;
* Clear description of action/possible solutions.
 | * Links of action plans to guiding theories and reflections on professional dialogue are insightful and reflective;
* Developing the action/possible solutions plans benefited from collaborating with other professionals in the area.
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| Level Rating | Feedback |
| **Rubric/Guide for Action Research Process** |
|  | Level 1. Not Acceptable | Level 2. Competent  | Level 3. Exemplary |
| Data AnalysisReflection and Presentation | * Presentation is only summarized, with little or no critical reflection on the process and findings;
* Interpretation of impact of intervention (possible solutions) is missing;
* Findings not tied to research question
* Discussion does not relate findings to the “practice” context;
* No discussion of possible improvements or plans for improvements;
* Not written coherently or clearly.
 | * Valid interpretation of data (from observations, lesson study etc.);
* Interpretation of impact of intervention is valid;
* Discussion relates findings to the “practice” context;
* Findings are presented effectively;
* Reflection relates one’s learning to the research project and includes a plan for improvement;
* Competent critical reflection on the process and results used to demonstrate one’s processional development, includes sufficient discussion of possible improvements
 | * The interpretation of data (from observations, lesson study etc.) is reflective in terms of the “practice” context;
* Description of meaning of findings pushes one’s knowledge and understanding of the subject;
* Discussion includes a thick description of the relationship between the findings and the “practice” context;
* Demonstrating collaborative reflection on the research process and data analysis;
* Well-articulated findings, reflection on what is learnt;
* Reflection relates one’s learning to the research project and provides insightful plan for improvement.
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| Overall ReflectionAfter Presentation  | * Little or no reflection;
* Reflection offered is superficial
 | Reflection on action research process includes: * what the study has shown, how the problem or issue has been resolved
* ways the research study could be improved
* suggestions for future inquiry
* ways **your** future teaching/practice is informed
* how the action researcher was transformed to be a more effective practitioner through the research experience
* how the action researcher benefited from collaborating with other professionals in the field
 | Reflection demonstrates a personal, involved, critical stance and awareness of how the process has contributed (or not to) to think of their role as a teacherReflection on action research process includes: * how the action researcher was transformed to be a more effective practitioner through the research experience
* 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
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| Level Rating | Feedback |