**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 Problem  Understanding of Context  Formulation of Research Question  Reflection 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. |
| Literature (Guiding Theories)  Reflection on Previous Theoretical Training  Reflection 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. |
| Action Plan  Proposed Solutions  Action-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. |
| Level Rating | Feedback | | |
| **Rubric/Guide for Action Research Process** | | | |
|  | Level 1. Not Acceptable | Level 2. Competent | Level 3. Exemplary |
| Data Analysis  Reflection 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. |
| Overall Reflection  After  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 teacher  Reflection 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 |
| Level Rating | Feedback | | |