

MA in Science Education: Action Research Project – Model Suggestions for Students
Fall 2014

I: Introduction	The introduction is intended to present the context for the Action Research Project And include the following three components.
	PROFICIENT
Purpose of action research	The introduction includes a concise summary of the motivation for improving or investigating the teacher researcher’s own situation.
Description of the context	The introduction also provides evidence that the area of focus needs investigation or is a problem.
Description of the area of focus	The introduction provides a succinct area of focus statement that is supported by the literature.

II: Literature Review	The review of literature is intended to provide a scholarly basis for the research questions of the action research project, including the theoretical foundation as well as a critical analysis and synthesis of a published body of research material.
	PROFICIENT
Educational Beliefs	The chapter explicitly identifies the theoretical foundation within which the teacher researcher will frame the study. This foundation must be supported by the literature.
Relevant literature	The chapter includes a minimum of ten and a maximum of 20 research- and practitioner-based credible sources that clearly relate to the action research area of focus, including influential work on the topic.
Quality of Literature Review	The chapter both summarizes and synthesizes the reviewed literature without adding new ideas.
Research questions	The chapter includes research questions on which the teacher researcher’s study is based that are relevant to the area of focus and will add understanding to the body of educational research.

III: Plan of Action	The plan of action is intended to describe the context, innovative procedures, and methods of data collection used in the action research project.
	PROFICIENT
Description of the setting	The report includes a detailed description of the setting that provides critical information useful in determining the applicability of the inquiry in other settings.
Summary of the study	The report includes a detailed description of the study. Activities that will be undertaken by the subjects as well as methods that will be used to evaluate the effect of these activities, including any artifacts that will be collected.
Quality of data collection method	The report includes a detailed description of how this study will provide answers to the research questions. This description must be supported by the literature.
Reliability and Validity	The methods used to collect data provide sufficient information to address the research questions and are based in the literature. The methods could be replicated by others.

IV: Data Analyses	The data analyses section is intended to organize and present the data gathered to determine what has been learned about the research questions.
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Summary of data collected	This section includes data tables, graphs, charts and other artifacts collected as evidence to support conclusions drawn about the research questions.

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Results	The narrative of the data analyses includes a detailed summary of what answers to the research questions can be drawn from the data collected.
Objectivity of evidence	The narrative of the data analyses should describe evidence collected that support the researcher’s conclusions while explicitly addressing whether there is a causal connection or just a correlation between the data and the inferences made.

V: Summary and Discussion	The summary and discussion section should summarize the results of the data analyses within the theoretical framework of the study as well as to discuss the implications of the results on educational policy and the research field.
	PROFICIENT
Implications for personal practice and School policy	The summary and discussion contains a thoughtful and thorough discussion on the implications for the teacher researcher’s practice, including details of what was learned and specific ways the action research will impact future instruction.
Implications for research, suggested change	The summary and discussion contains a thoughtful and thorough discussion on the implications for other teachers’ practice, including appropriate suggestions for educational policy.
Self-reflection	The summary and discussion includes a thoughtful reflection on the results of the study, including specific details of successes and ways to improve.

VI: Appendices	Appendices are intended to include all relevant materials used in the action research project so that another teacher researcher could replicate the project.
	PROFICIENT
Quality of action research materials	The materials created for the action research are of publishable quality (IRB approved) that other teachers would be interested in using.

VII: Presentation	The Action Research Project is intended to be a professional manuscript that reflects scholarly work and effort.
	PROFICIENT
Written communication	The manuscript follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and uses explicit and unambiguous language.
Appearance	The manuscript is organized, neat, and professional in appearance and is appropriately bounded.
Presentation	The oral presentation of the report is well organized and communicates the relevant aspects of the project in a professional way.