

ASSESSMENT 4. PROFESSIONAL PRACTICE/ACTION RESEARCH

DESCRIPTION

The program assesses candidates' professional practice based on a case study / action research project conducted in SED 554: Learning in Middle and High Schools. This project integrates mini-experiments with research-based instructional strategies and assessment strategies to improve the outcomes of focal case study students who are selected because they present particular challenges.

EVALUATION RUBRIC

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Project Rubric

CATEGORY	7 or 8 points	5 or 6 points	3 or 4 points	1 or 2 points
Descriptive Language	Language is consistently used with careful precision and evident respect for each student's uniqueness.	Language is mostly used with careful precision and evident respect for each student's uniqueness.	Language is sometimes used with careful precision and evident respect for each student's uniqueness.	Language is almost never used with careful precision and evident respect for each student's uniqueness.
Description of Context	Description of the context richly frames the discussion and supports the analysis and interpretation of data.	Description of the context helps to frame the discussion and to provide some support for the analysis and interpretation of data.	Description of the context is somewhat disconnected from the discussion and fails to support the analysis and interpretation of data.	Description of the context adds little to the discussion and fails to support the analysis and interpretation of data.
Amount of Information	All topics are addressed with enough sentences about each.	All topics are addressed and most questions answered with enough sentences about each.	All topics are addressed, and most questions answered with some sentences about each.	One or more topics were not addressed.
Quality of Information	Discussion clearly relates to the main topic. It includes several supporting details and/or examples.	Discussion clearly relates to the main topic. It provides some supporting details and/or examples.	Discussion relates to the main topic, but not enough details and/or examples are given.	Discussion has little or nothing to do with the main topic or no supporting details or examples are given.
Concept(s) from Readings	Any Concept from the course reading is fully explained and the application of the concept to the case study is clear.	Any Concept from the course reading is fully explained and the application of the concept to the case study is somewhat clear.	Any Concept from the course reading is somewhat unclear.	Any Concept from the course reading is not well explained and the application of the concept to the case study is unclear.
Instructional Activities	Any Instructional Activity used in the project is fully explained, observations are fully described, and focal students' activities are clearly analyzed.	Any Instructional Activity used in the project is fully explained, observations are fully described, and focal students' activities are somewhat clearly analyzed.	Any Instructional Activity used in the project is somewhat explained, or observations are somewhat described, and focal students' activities are partially analyzed.	Any Instructional Activity used in the project is not well explained, observations are not fully described, and focal students' activities are not adequately analyzed.
Reflection	Reflection offers important insights into the process and results of conducting the case studies.	Reflection offers some insights into the process and results of conducting the case studies.	Reflection offers limited insight into the process and results of conducting the case studies.	Reflection offers no insights into the process and results of conducting the case studies.
Organization	Discussion is very well-organized with well-constructed paragraphs and subheadings.	Discussion is organized with well-constructed paragraphs.	Discussion is organized, but paragraphs are not well-constructed.	The discussion appears to be disorganized.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	13	52.1
2008/09	7	52.6
2007/08	11	54.7