

# Final Action Research Report Detailed Scoring Guide

## Spanish Language Institute, Southern Oregon University

<p><b>Overall quality of research project</b></p> <ol style="list-style-type: none"> <li>1. Research questions are clear and answerable.</li> <li>2. Researcher fully addresses research questions in “Findings” and “Discussion.”</li> <li>3. Researcher uses at least 3 different sources of data for triangulation.</li> <li>4. Researcher fully analyzes and incorporates all three sources of data in conclusions.</li> <li>5. Correct methods are used in analyzing data.</li> <li>6. Researcher planned research project, made efforts to collect relevant data, made adjustments as necessary.</li> <li>7. Length of project falls within 30 to 40 page range, plus bibliography and appendices.</li> </ol>	<p><b>15 points</b></p>
<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the Topic             <ol style="list-style-type: none"> <li>A. Identify an original problem or area of interest; there should be a clear connection to learning experiences from the SLI program.</li> <li>B. Provide background information.</li> </ol> </li> <li>2. Purpose Statement             <ol style="list-style-type: none"> <li>A. State purpose of paper/study. Example: <i>The purpose of this paper is to examine the writing workshop in my second grade and to describe effective implementation practices.</i></li> <li>B. Put the purpose in the form of one or two questions. Example: <i>The specific research questions are:</i> <ol style="list-style-type: none"> <li>1. <i>How does the implementation of writing workshops in my sixth-grade Spanish classroom impact students' writing skills over time?</i></li> <li>2. <i>What specific aspects of the writing workshop contributed most to this improvement?</i></li> </ol> </li> </ol> </li> <li>3. Importance of the Study             <ol style="list-style-type: none"> <li>A. Tell why this study is important.</li> <li>B. Example: <i>The information here will be of value to ...It will also provide elementary teachers with a plan to ...</i></li> </ol> </li> <li>4. Definition of Terms – if appropriate here (up to ½ page)             <ol style="list-style-type: none"> <li>A. List important terms.</li> <li>B. Briefly describe each term using one or two complete sentences.</li> </ol> <p>Precise definitions of terms are very important. For example, if your paper is about assessment, the reader must know exactly what type of assessment.</p> </li> </ol>	<p><b>10 points</b></p>
<p><b>Literature review</b></p> <ol style="list-style-type: none"> <li>1. 20 or more sources are required. <i>Points will be deducted for fewer than 20 sources.</i> Use current, peer-reviewed journal articles whenever possible. Use scholarly sources; general websites, relevant newspaper/general magazine articles may be included, but will not count as part of the 20.</li> <li>2. This section should begin with an introduction paragraph that introduces the main themes of previous research. The paragraphs that follow should clearly illustrate these overall themes. Subheadings may be used to indicate these themes in the text that follows.</li> <li>3. The literature review should NOT be a listing of various articles with no obvious connections made to your project.</li> </ol>	<p><b>10 points</b></p>

<p>4. Most literature reviews will include both empirical research and “how-to” articles.  Describe empirical research related to your topic. If you are unable to find empirical research related to your topic, you should explain this and speculate as to why research in this field does not exist.  When describing research studies, try to use one or two sentences to describe each of the following: (a) the question or purpose of the study, (b) the number and type of participants, (c) the treatment or conditions involved, (d) the type of measures, and (e) the results and conclusions.  “How-to” articles may be included, but a clear connection should be made from strategies described and your project.</p> <p>5. This section ends with a brief summary of the major points covered. Connections between your research project and the reviewed literature should be obvious.</p> <p>6. Every reference in this section should have a corresponding full citation on the References page.</p> <p>7. Each paragraph should have a clear topic sentence.</p>	
<p><b>Methodology</b></p> <p>1. Participants</p> <p>A. Describe the people that were involved. The reader should know approximate ages, number, gender, ethnic make-up, and anything else that was pertinent to your research.</p> <p>B. Describe the environment - classroom, school, or community – so that reader can place your class in the proper context.</p> <p>2. Materials</p> <p>A. Describe any materials used in your research. If you are using a particular curriculum, product, or procedure, describe it fully. Include relevant examples in an appendix. Remember that the reader knows nothing.</p> <p>B. Describe all types of measuring devices. Explain where you obtained the data collection instrument (did you create surveys, adapt surveys, etc?) If surveys, checklists, rubrics, or rating charts are used, describe them briefly, then include all of the anticipated instruments in the appendix.</p> <p>3. Procedures</p> <p>A. Provide a description and rationale for the type of research design used. Explain if your project will be qualitative, quantitative or mixed. (Chapter 4 of <i>Action Research, A Guide for the Teacher Researcher</i> may be helpful.)</p> <p>B. The research process should be described as completely as possible. For example, if you “tested” a particular teaching method, you should describe exactly how you taught the unit using the particular method.</p> <p>C. Describe the length of the study, how you collected the data, how much, and how often.</p> <p>D. Use past tense in describing all aspects of your methodology.</p> <p>E. If you used a special curriculum, technique or procedure, let the reader know exactly what it is. This section should be described in such a way that one could pick up this section and carry out your procedures.</p> <p>4. Analysis</p> <p>A. Describe how you organized and analyzed ALL sources of data. Be specific.</p> <p>B. Inductive analysis is generally used with field notes and other qualitative data.</p> <p>C. Quantitative data is generally analyzed using totals and mean scores. Statistical analysis is also an option (<i>t</i> test using Excel).</p> <p>D. If a source of data is not used - explanation should be included.</p>	<p><b>10 points</b></p>

<p><b>FINDINGS</b></p> <ol style="list-style-type: none"> <li>1. Restate your research questions.</li> <li>2. Describe the data that answer EACH research question.</li> <li>3. Describe the themes, categories, and patterns.</li> <li>4. Use illustrative examples for each category.</li> <li>5. Use tables, graphs, figures, and artwork as necessary. Tables should be clear, readable.</li> <li>6. Use headings and subheadings to make the structure readily apparent.</li> </ol>	<b>15 points</b>
<p><b>DISCUSSION/ANALYSIS</b></p> <ol style="list-style-type: none"> <li>1. Overview of the Study <ol style="list-style-type: none"> <li>A. Restate the general purpose of the study.</li> <li>B. Briefly describe how the results were obtained.</li> </ol> </li> <li>2. Summary of Findings <ol style="list-style-type: none"> <li>A. Provide a brief summary of the findings.</li> <li>B. This may be one to two paragraphs.</li> </ol> </li> <li>3. Conclusions <ol style="list-style-type: none"> <li>A. Move beyond the data. Tell what the results mean.</li> <li>B. Make connections between what previous researchers discovered (literature review) and your findings.</li> <li>C. Describe possible implications of the results.</li> </ol> </li> <li>4. Recommendations <ol style="list-style-type: none"> <li>A. Describe how the results might be used in your classroom.</li> <li>B. Describe how the results may be used to bring understanding to other classrooms or situations.</li> <li>C. Sometimes the conclusions and recommendations merge.</li> </ol> </li> <li>5. Limitations of the Study [Evaluation] <ol style="list-style-type: none"> <li>A. Describe those things that may have hindered or affected your findings.</li> <li>B. Describe those things that you needed to change during the study, or things that did not go as expected. Remember, a good study is not one that proves your particular point; rather, a good study is one that looks carefully, reports accurately, and fairly represents the bit of reality that you experienced.</li> <li>C. Describe the limitations or applicability of the findings. For example, your recommendations might be applied only to a certain segment of the population. Also, were you able to look at all facets of the problem?</li> <li>D. Describe ideas for future research related to your project.</li> </ol> </li> </ol>	<b>20 points</b>
<p><b>Appendices</b> All instruments described in the methodology section are included.</p>	<b>5 points</b>
<p><b>APA</b></p> <ol style="list-style-type: none"> <li>1. References correct. The References page should NOT include citations to works you have not included in your paper.</li> <li>2. In-text citations correct - be sure to include page numbers for direct quotes</li> </ol>	<b>5 points</b>
<p><b>Overall quality of writing</b></p> <ol style="list-style-type: none"> <li>1. Mechanics / Grammar</li> <li>2. Spelling</li> <li>3. Formal writing style appropriate for research report.</li> </ol>	<b>10 points</b>
<p><b>TOTAL</b></p>	<b>100 points</b>