

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

Course

ELED 559: *Research and Assessment in Elementary Education*
Section DL4
Spring 2021 (1 cr); Summer 2021 (2 cr)
Wednesdays 4:30 – 7:10pm

Instructor

Mandy Bean
Office Hours: By appointment
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Prerequisites

Admission into elementary education graduate program; capstone course for degree must be taken last in programmatic sequence.

University Catalog Course Description

Provides teacher candidates an understanding of research paradigms utilizing systematic evidence to improve practice and further skills in assessment of learning outcomes. Emphasizes linking research and practice, making instructional decisions based on systematically collected data.

Course Overview

This course is designed to help teacher candidates understand various research paradigms utilizing research literature and systematic evidence to improve teacher practice, and to further their skills at assessment of learning outcomes. Course emphasizes linking research and practice and making instructional decisions based on systematically collected data.

Nature of Course Delivery

This course will be delivered online using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal, Zoom, and Google Drive. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 18th, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

The primary purpose of this course is for you to learn how to conduct action research and apply it in your classroom in order to improve your teaching and your students' learning. This student-centered, project-based course requires a combination of asynchronous and synchronous learning and individual conferencing. Your research questions and methodology will be the focus of the course and will drive readings, classroom discussions, peer review activities, reflections, and the action research project that you complete.

Please be aware that this course is not self-paced. Online classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. The online classes involve research, use of professional web sites, peer review, email with the instructor and classmates, readings, writing reflections, and other assignments. In general, we will engage in four activities across the course: 1) Mini-lectures, activities, and discussions related to research methods led by the instructor and course participants and supported by course text and selected readings 2) Discussions of the week's readings led by the instructor and course participants 3) Class and peer review group meetings in which students

concentrate on selected readings, provide feedback and support for each other's writing and research processes, and share how they have presented their research efforts to authentic audiences 4) Individual, small group, and whole group meetings to discuss research efforts.

Students are expected to meet *specific deadlines and due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. The purpose of the draft research project sections and the peer review sessions will be to support completion of our action research projects and provide opportunities for us to learn about and analyze methods and techniques of action research. You will be expected to post your own assignments and respond to peers' feedback in accordance with the scheduled provided.

Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

COURSE EXPECTATIONS

COURSE WEEK: Our class will meet on Wednesdays as indicated on the Schedule of Classes.

LOG IN FREQUENCY: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

PARTICIPATION: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

TECHNICAL COMPETENCE: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

TECHNICAL ISSUES: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

WORKLOAD: Please be aware that this course is **not** self-paced. **Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus.** It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

INSTRUCTOR SUPPORT: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

NETIQUETTE: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

ACCOMMODATIONS: Learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNING OUTCOMES

- A. Students will be able to:
1. Articulate the role of systematic evidence in the improvement of teaching and learning.
 2. Use educational research literature as a basis for reflecting on and improving their teaching practice.
 3. Make explicit linkages between research and assessment practice.
 4. Distinguish between the purposes and methods of theoretical, applied, and action research as well as quantitative and qualitative research.
 5. Explain the fundamentals of validity and reliability, and articulate the potential threats to validity within various research paradigms.
 6. Critique the quality of research studies within various paradigms.

7. Describe the purpose and cycle of action research, specifically in relationship to assessment of their learners.
8. Design appropriate and authentic assessments and analyze student data.
9. Design an action research study based on research and student assessments.
10. Use technology to assist in locating, using, conducting research, and analyzing data.

B. Outcomes and Standards

Learning Outcomes	InTASC Standards
1	2, 3, 4, 5, 6, 9, 10
2	9, 10
3	6, 9
4	6,
5	6
6	6, 9, 10
7	6, 7, 9
8	6
9	6, 7, 9
10	4

PROFESSIONAL STANDARDS

Upon completion of this course, students will have met the following professional standards:

❖ **INTASC:**

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional

strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

REQUIRED TEXT

Mills, G. E. (2017). *Action research: A guide for the teacher researcher* (6th ed.). Boston, MA: Pearson.

RECOMMENDED TEXT

American Psychological Association (2019). *Publication manual* (7th ed.). American Psychological Association.

*Note: APA guidelines are available online at <http://owl.english.purdue.edu/owl/resource/560/01/>

WRITTEN WORK: All assignments must be written in Times New Roman, Calibri, or Arial, 12 point font, double-spaced, and follow APA (7th edition) formatting guidelines (see <http://owl.english.purdue.edu/owl/resource/560/01/> for more information).

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

All assignments and online activities are to be completed by the date listed in the syllabus.

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit. Assignments turned in late will have 1 point deducted for each day it is late; this policy will be strictly followed.**

PLEASE TAKE SPECIAL NOTE: Component Drafts (see below) should be submitted electronically via Google Drive and are due as indicated on the course syllabus schedule. Please use google docs to submit these drafts—do NOT use Microsoft Word. POST your google link in the Blackboard for each assignment.

ASSIGNMENTS SPRING 2021

Assignment	Points	Due Dates
1. Attendance and Participation [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	8 points 5 points EACH	Ongoing

2. Component Drafts: [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	20 point	Ongoing
a. Part One: Rationale and Research Question(s) • Draft Due: Mar 4	5 points EACH	
b. Part Two: Annotated Bibliography 1 • Draft Entries 1-5 Due: Feb 11 • Draft Entries 6-10 Due: Feb 18		
c. Part Three: Context and Instructional Change • Draft Due: Mar 4		
d. Part Four: Data Collection and Student Assessment • Draft Due: Mar 18		
TOTAL	60 points	

ASSIGNMENTS SUMMER 2021

1. Attendance and Participation [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	20 points 5 points EACH	Ongoing
2. Component Drafts: [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10] a. Part Five: Data Analysis • Due Apr 29 b. Part Six: Findings and Implications • Due May 20	10 total 5 points EACH	Ongoing
3. Final Action Research Report (PBA) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	42	June 3rd
4. Action Research Poster and Presentation [Outcomes 1, 2, 3, 7]	20	June 3rd
TOTAL	92 points	

Assignments and/or Examinations

1. Attendance and Participation Expectations (20 points)

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements **at least 48 hours in advance. In addition, you are expected to be on time to class unless advance notice has been provided to the instructor.**

You are expected to contribute to both in class discussions and activities as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class.

You must actively check Blackboard and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **three times a week**.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Assignment 1: Component Drafts (SPRING/SUMMER)

These sections **must be submitted by their due dates** throughout the semester for formative feedback. They are worth 5 points each. Late assignments will receive 0 points.

SPRING 2021 Part One: Rationale and Research Question(s)

Describe the origin of your inquiry? How did your research question emerge? What question(s) are you asking?

SPRING 2021 Part Two: Annotated Bibliography

Review the literature relevant to your question. What does it tell you about your area of inquiry? What tensions exist in the studies? How do they shape your question?

SPRING 2021 Part Three: Context and Instructional Change

Describe your school, community, classroom and student population; and Describe the instructional change.

SPRING 2021 Part Four: Data Collection and Student Assessments

Describe how you will collect data to answer your research question(s). This should include includes formative and summative assessments designed to gather that data. Your data collection should include one survey and at least one interview--either informing the rationale for the research or supporting the research question directly.

- How might you consider collecting data on your students' achievement, engagement, and efficacy with your teaching and subject area?
- What sort of timeline might you follow to complete your project?
- How might you involve your students in the identification of a teaching/research challenge, in the identification of research questions, in data collection methods, in data analysis methods, and/or in sharing findings of your project?
- Who might your 5-7 potential case study students be?
- What will be your specific teaching interventions?
- What will be your primary data collection methods? How might you triangulate the data collection in your study?
- How might you ensure that your study is valid and your data collection techniques are reliable?
- How might you ensure that you have met any ethical challenges associated with conducting research on your teaching and followed your school's ethics policy regarding the collection of data?

SUMMER 2021 Part Five: Data Analysis

Describe how you analyzed your data.

SUMMER 2021 Part Six: Findings and Implications

What do the patterns and outliers have you noticed in your data? What does your data tell you about the implications of your project— for you as a teacher, for your colleagues, for teacher education, and for educational policy? What should happen in your classroom, based on the results of your project so far? With whom might you share your project methods and results? What sense have your students made of your project methods and results?

Assignment 2: Action Research FINAL Report —PBA Requirement (SUMMER)

This is the major assignment for this class and is the Performance Based Assessment (PBA) for the course. The final written report will include the sections above for a total of six sections. Points will also be earned for quality of writing and use of APA style in FINAL REPORT. See attached rubric.

- Part One: Rationale and Research Question(s)
- Part Two: Annotated Bibliography
- Part Three: Context and Instructional Change
- Part Four: Data Collection and Student Assessments
- Part Five: Data Analysis
- Part Six: Findings and Implications

Assignment 3: Action Research Poster Presentation (SUMMER)

You will present your action research at a symposium at the end of the summer course. This presentation will be based on your written final report (see above). ***For the symposium, you will prepare a conference-style PowerPoint and one-page handout for your audience.***

Grading

94-100 = A	90-93 = A-	88-89 = B+	81-87 = B	70-80 = C	Below 70 = F
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Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times. (See Elementary Education Program Handbook).

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Readings	Topics and Activities	Assignment Due
Wednesday, Jan 27 4:30 <i>synchronous</i>	Text: Mills Ch 1: Understanding Action Research Bb: Sample AR Papers	<ul style="list-style-type: none"> • Introductions, Course Structure, Syllabus • Norm Setting for Class Meetings and Feedback; Using Online Tools • Understanding Google Drive • Why Action Research • Overview of Components of Teacher Research • Reflecting on “Wonderings” 	
Wednesday, Feb 3 4:30 <i>synchronous</i>	Text: Mills Ch 3: Deciding on an area of focus	<ul style="list-style-type: none"> • Using the literature to explore “wonderings” and guide question construction 	Bring a list of 3-5 wonderings to class on Feb 3
The week of Feb 10 <i>asynchronous</i>	Text: Mills Ch 4: Review of Related Literature	<ul style="list-style-type: none"> • Using the literature to refine our wonderings 	Due Feb 14: Annotated Bib Sources 1-5 (Part 2)
The week of Feb 17 <i>asynchronous</i>		<ul style="list-style-type: none"> • Using the literature to refine our wonderings 	Due Feb 21: Annotated Bib Sources 6-10 (Part 2)
Wednesday, Feb 24 4:30 <i>synchronous</i>	Bb: Sample AR Sections	<ul style="list-style-type: none"> • Writing a Rationale • Writing Context and Change 	
Wednesday, Mar 3 4:30 <i>synchronous</i>	Text: Mills Ch 5: Data Collection Techniques Bb: Sample Data Collection sections	<ul style="list-style-type: none"> • Data Collection Techniques -- Quantitative 	Due Mar 7: Drafts of Rationale (Part 1) and Context & Change (Part 3)

Wednesday, Mar 10 4:30 <i>synchronous</i>	Text: Mills Ch. 6 Data Collection Considerations Bb: Sample AR Sections	<ul style="list-style-type: none"> Data Collection Techniques-- Qualitative 	
Week of Mar 17 4:30-7:10 <i>individual conferences</i>		<ul style="list-style-type: none"> Discuss data collection techniques 	Due March 21: Draft of Data Collection (Part 4)
Wednesday, Mar 24 <i>No class meeting</i>		No Class – IT, data collection	
Wednesday, Mar 31 <i>No class meeting</i>		No Class – FCPS Spring Break	
Wednesday, Apr 7 <i>No class meeting</i>		No Class – IT, data collection	
Wednesday, Apr 14 <i>No class meeting</i>		No Class – IT, data collection	
Wednesday, Apr 21 4:30 <i>synchronous</i>	Text: Mills Ch. 7 Data analysis and interpretation Bb: Sample AR Sections	<ul style="list-style-type: none"> Data Analysis Techniques <ul style="list-style-type: none"> Ensuring Trustworthiness Validity, Reliability, Generalizability 	
Wednesday, Apr 28 <i>asynchronous</i>		<ul style="list-style-type: none"> Work on data analysis 	Due May 2: Draft: Data Analysis (Part 5)
Wednesday, May 5 4:30-7:10 <i>individual conferences</i>		<ul style="list-style-type: none"> Refine data analyses 	
Wednesday, May 12 4:30 <i>synchronous</i>	Mills Ch. 9 Writing Up Action Research	<ul style="list-style-type: none"> Preparing final papers and presentations 	

Week of May 19 <i>asynchronous</i>		<ul style="list-style-type: none"> Preparing final papers and presentations 	Due May 23 Draft: Findings and Implications (Part 6)
Week of May 26 <i>asynchronous</i>		<ul style="list-style-type: none"> Preparing final papers and presentations 	
Wednesday, June 2 4:30 <i>synchronous</i>		<ul style="list-style-type: none"> Final Presentations/Sharing Symposium 	Due on Blackboard Thursday June 3 Final Report & Final Presentation

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Action Research Rubric

Levels/Criteria	6	4	2
Introduction: Describes the problem. Clear research question stated. Significance of problem is addressed. <i>InTASC 9</i>	The problem is described in details. The description fully leads the reader to the research question. The research question is clear. It is measureable. The significance of the problem is addressed fully. It is clear why this is an important problem to study.	The problem is adequately described. The description partially leads the reader to the research question. The research question is vague. It is measureable. The significance of the problem is adequately addressed, but it is not clear as to why this is important.	The problem is not adequately described. It does not lead the reader to the research question. The research question is unclear. It is not measureable. The significance of the problem is unfocused and rambles. It is not clear why this is an important topic to study.
Annotated Bibliography: Research studies are used. Studies relate	At least nine to ten research studies are used to support the literature review. These are from respectable journals. The studies are appropriate	Five to eight research studies are used. At least one of them is from a respectable journal. The studies are somewhat appropriate for the topic	Less than five research studies are used. The articles are not from respectable journals. The studies are not appropriate for the topic

to the research question. InTASC 9	for the topic and research questions. Bibliography is in APA style with no errors.	and research question. Bibliography follows APA style with no more than two errors.	or research question.
Context and Intervention Provided: Setting Described. Population identified. Intervention. InTASC 9	The setting is fully described. It includes, size of school, location, grade level, subject taught, etc. All pertinent information is included. The population is fully described. It includes number of students, gender and ethnic breakdown, grade levels, academic abilities, etc. Information relevant to the research is included. Intervention is fully described. It is clear what the intervention is and how it will be implemented. Intervention is realistic.	The setting is adequately described. Most information is included, but not all. The population is adequately described. Most information is included, but not all. Intervention is adequately described, but either the description of the intervention or the implementation is confusing.	Setting is not included or inadequately described. It is not clear where the research will be conducted. Population is not included or inadequately described. It is not clear who will be participating in the research study. There is no intervention or implementation explained or the intervention does not align with the research question.
Research Design: Design of study matches goals. Formative and Summative Assessments included. Data sources appropriate. InTASC 9	The methodology chosen (quantitative, qualitative, mixed methods) is appropriate for the research question. There is adequate time allowed for data collection. The treatment is reasonable and ethical. There is a mixture of formative and summative assessments included in the design. They are well-described or a copy is included. All data sources are appropriate for the research question. The information collected will help answer the question.	Two of the three stated criteria are adequate. Formative and summative assessments are included in the design. Copies are not included and they are not well described. Most, but not all, of the data sources are appropriate.	None or one of the criteria is adequate. The research is not ethical. Either formative or summative assessments are included, but not both. Copies are not included and they are not well described. The majority of the data sources are not appropriate for the research question. Data collected is not ethical.
Analysis of Data:	The entire analysis of the data is appropriate. The	The majority of the analysis is appropriate.	The analysis is inappropriate or not well-

<p>Appropriate analysis for data collected.</p> <p>InTASC 9</p>	<p>information gathered addresses the research question.</p>	<p>However, it is not clear how other parts were analyzed.</p>	<p>defined.</p>
<p>Findings and Implications:</p> <p>Findings are presented clearly. Implications from data proposed. Connects back to the findings.</p> <p>InTASC 9</p>	<p>Findings are presented in a clear format. Key findings are thoroughly discussed. Implications from the data are well-developed and fully discussed. The implications are connected back to the results of the data analysis.</p>	<p>Findings are presented in an appropriate format, although they could be clearer. Key findings are discussed in general terms. Implications from the data are adequately discussed. It is clear the student is able to interpret the findings. However, the implications are not tied back to the results.</p>	<p>Findings are not presented in a clear format or are absent. Key findings are not adequately discussed. Implications from the data are inadequately discussed. It is not clear the student is able to interpret the findings. The implications are not tied back to the results.</p>
<p>Overall Style:</p> <p>Clear, concise writing. Grammar and punctuation. Multiple levels of headings used to organize ideas.</p> <p>InTASC 9</p>	<p>The writing is very clear and concise. The reader can understand what the problem is and how the research will address it. There are no grammar and punctuation errors. There is evidence of multiple levels of headings. These are used appropriately in all instances.</p>	<p>The majority of the writing is clear and concise. There are one to three grammar and punctuation errors. There is evidence of multiple levels of headings. These are used appropriately in the majority of instances.</p>	<p>The majority of the reading is vague and unclear. The reader has difficulty seeing the connections between the various sections. There are four or more grammar and punctuation errors. There is no evidence of multiple levels of headings or these are used inappropriately in the majority of instances.</p>