

Criteria for the Assessment of the Action Research Project (BEd4 and PMEP2)

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Introduction: Statement of the Topic, Problem/Concern, Question(s)	Literature Review	Action Research Plan (Proposed Methodology/Approach)	Description and Discussion of Action Research Undertaken and Key Findings	Conclusions and Recommendations
<p>Identifies the topic clearly (e.g., focus on assessment)</p> <p>Outlines the specific area of interest that is being investigated (e.g., peer- and self-assessment)</p> <p>Explains why this is worth investigating and of importance to the student</p> <p>States one or more research questions clearly</p> <p>Signals how the research questions will be answered (to ensure that the proposed project is feasible)</p>	<p>Reads and critically reviews at least 5 scholarly works</p> <p>Outlines clearly how the literature review is organised and follows this structure</p> <p>Builds a sustained argument based on the reading undertaken</p> <p>Offers a conclusion that links back to the research questions and helps to justify the proposed action research</p> <p>Adheres very closely to APA throughout</p>	<p><u>A.</u> Lists the data to be collected in respect of the research question(s)</p> <p><u>B.</u> Explains clearly how these data will be accessed/created</p> <p>Details a logical data collection approach with specific reference to a realistic timeline</p> <p><u>A.</u> Articulates explicitly any anticipated ethical issues that might arise, <u>if relevant</u></p> <p><u>B.</u> Details the mechanisms that will be used to address any ethical issues (with copies of/reference to all appropriate documentation, e.g., ethics form, plain language statements, consent and/or assent forms provided)</p> <p>Adheres very closely to APA guidelines throughout</p>	<p><u>A.</u> Revisits the research questions briefly and describes clearly the action research steps that were actually undertaken</p> <p><u>B.</u> Specifies any changes to and/or deviations from the proposed steps (outlined in the previous section) with appropriate explanation and justification</p> <p><u>A.</u> Analyses the data appropriately and accurately in a concise, logical manner</p> <p><u>B.</u> Communicates clearly (using tables, figures, quotations etc. <u>as appropriate</u>), the key messages/findings from the data with routine reference to/reminder of the research question(s)</p> <p>Combines/triangulates the data, <u>as appropriate</u>, to tell an interesting, convincing and coherent story that addresses the research questions posed originally</p> <p>Writes fluidly, adhering very closely to APA guidelines throughout</p>	<p>Bookends the work by reminding the reader briefly of the topic/problem, the research questions and the action research approach adopted</p> <p>Reiterates the key findings briefly and accurately in respect of the research question(s)</p> <p>Details explicitly what the student learned from undertaking this action research project and how this is likely to impact his/her teaching and/or pupils' learning</p> <p><u>A. Identifies clearly</u> the limitations of the work</p> <p><u>B. Makes one or two recommends</u> for follow-up action research that are sensible and feasible</p> <p>Writes fluidly, adhering very closely to APA guidelines throughout</p>

Note: The formative tasks are considered part of the Research Report and must be included under *Appendices* as noted on the next page.

Marking Guidelines for the Action Research Report

*The assessment for this module is out of 100% and follows the SP Marking Scheme, spanning **Higher 1.1** (up to 100%) to **Fail (Band 2)** (< 25%).

- Two pieces of work contribute to the overall grade a student receives for his/her Action Research Report:
 - The Action Research Project (ARP) = 90%.
 - The Five Formative Tasks (FFT) = 10%. Students are obliged to include a hard copy of each of these tasks as Appendices within their final report to be awarded 10%. No negative marking is being applied.
- All students are obliged to complete the Online Ethics Course and include a screenshot of same with their final report; no marks are awarded in lieu.

Please note: For the purposes of marking, the tasks are considered to be part of the overall report. Consequently, one mark is awarded for all of the work (tasks and report inclusive) and that percentage is entered as the student's final grade into Gradebook. The table below indicates the maximum number of marks that may be awarded for each section of the report in accordance with the weightings attached to the different elements of the report.

Introduction	Literature Review	Research Plan	Analysis/Discussion	Conclusion/Recommendations	Appendices: Formative Tasks	Total Marks Available for the Report
10	20	20	25	15	10	100

- Tutors are requested to make individual copies of this document when marking individual student's work, note the marks awarded in each section and keep the copies until the relevant PAB has met in 2019 and final grades have been agreed.

Student Name: _____

Student Number: _____

Introduction	Literature Review	Research Plan	Analysis/Discussion	Conclusion/Recommendations	Appendices: Formative Tasks	Total Marks Available for the Report
/10	/20	/20	/25	/15	/10	/100

**Below is a more fine-grained marking schedule that may be helpful in awarding sectional marks based on weightings.

	Classification & Grade Descriptor							
	1.1 (90-100%) Outstanding	1.1 (80-89%) Exceptional	1.1 (70-79%) Excellent	2.1 (60-69%) Very Good	2.2 (50-59%) Good	3.0 (40-49%) Satisfactory	Fail (Band 1) (30-39%) Unsatisfactory	Fail (Band 2) (<30%) Unsatisfactory
Introduction: 10 Marks	9-10	8	7	6	5	4	3	0-2
Literature Review: 20 Marks	18-20	16-17	14-15	12-13	10-11	8-9	6-7	0-5
Action Research Plan: 20 Marks	18-20	16-17	14-15	12-13	10-11	8-9	6-7	0-5
Discussion of Action Research Undertaken and Findings: 25 Marks	23-25	20-22	18-19	15-17	13-14	10-12	8-9	0-7
Conclusion & Recommendations: 15 Marks	14-15	12-13	11	9-10	8	6-7	5	0-4
5 Formative Tasks Included: 10 Marks	10	0	0	0	0	0	0	0