EDF 671/ EDF 672 Rubric: Research Essay (updated 9/15/15)

by Grand Valley Education Administrator

Research Essay

Standards

CSFE.3 Interpretive, Normative, and Critical Studies Component of School Principal, School Superintendent, School Psychologist, and School Counselor Certification Programs

CSFE.5 Joint Graduate Degrees and Programs Involving Foundations of Education, Educational Studies, and Educational Policy Studies

INTASC-2013.10.h The teacher uses and generates meaningful research on education issues and policies.

INTASC-2013.10.i The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

INTASC-2013.10.m The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

Directions to the Student

Write a research essay on a topic/issue related to educational policy and practice representing the construction of an informed position through the review, analysis and critique of the research literature that also identifies of the topic/issue’s underlying assumptions as well as any competing/alternate arguments or viewpoints. This should include the following components:

- Briefly reviews the literature on an educational issue/topic that addresses its underlying assumptions/reasoning as well as identifies and critiques possible counterarguments (alternate viewpoints/perspectives).
- Researches the issue/topic in three types of literature: predominantly refereed literature (i.e., academic/scholarly work as typically identified in Ulrich’s or equivalent source), but also some professional literature (e.g., professional organizations’ newsletters, magazines) as well as limited general interest literature (e.g., newspapers/magazines, web).
- In the essay, 1) Explain the issue/topic, its underlying
assumptions/reasoning, and its competing/alternate perspectives focusing upon refereed literature; and 2) Evaluate the arguments based on their implications for the larger goals of education and schooling (not merely your circumstances); 3) Meet academic expectations for structure, scholarly writing style and APA manuscript/research format.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

Research Essay

<table>
<thead>
<tr>
<th>Literature Identification</th>
<th>Proficient (3) (3,000 pts)</th>
<th>Developing (2) (2,000 pts)</th>
<th>Unsatisfactory (1) (1,000 pt)</th>
<th>Unacceptable (0) (0,000 pt)</th>
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<tbody>
<tr>
<td>Selects the key literature for the topic/issue from scholarly sources.</td>
<td>Selects the literature for the topic/issue from predominantly professional and</td>
<td>Selects the literature for the topic/issue from predominantly general sources.</td>
<td>Does not identify the literature for the topic/issue.</td>
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<tr>
<td>#10(H)</td>
<td>general sources.</td>
<td>Differentiates the key literature related to the main arguments and underlying assumptions of the topic/issue.</td>
<td>Describes the literature related to the main arguments and underlying assumptions of the topic/issue.</td>
<td>Does not select relevant literature.</td>
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| **Summary and Analysis: Basics**  
InTASC Standard  
#10(M) CSFE Principle #3.3  
(1,000, 20%)  
CSFE.3 INTASC-2013.10.m | Examines the key social, historical, political, economic, or ecological dynamics of the topic/issue. | Interprets the social, historical, political, economic, and ecological dynamics of the topic/issue. | Describes the social, historical, political, economic, and ecological dynamics of the topic/issue. | Does not address any of the social, historical, political, economic, and ecological dynamics of the topic/issue. |
| **Summary and Analysis: Context**  
InTASC Standard  
#10(L) CSFE Principle #5.1  
(1,000, 20%)  
| **Conclusions & Recommendations or Implications**  
InTASC Standard  
#10(H) CSFE Principle #5.1  
(1,000, 20%)  
CSFE.5 INTASC-2013.10.h | Formulates conclusions & recommendations or implications that are thorough, compelling and logically derived from the evidence. | Lists conclusions & recommendations or implications. | Lists conclusions & recommendations or implications that are incomplete or inaccurate. | Does not identify conclusions & recommendations. |