

## University of Redlands, School of Education

### MALT 610 Rubric – 2016-2017

#### Part I: Introduction to Study

##### Essential Element: Research Question & Purpose for the Study (TPE 3, 8)

	Aggregate Scores
1.7 & Below: The research question is provided and is researchable in a general sense. The purpose for the study may not be clearly described or justified.	0.00%
2.3 - 2.7: The research question is clear and researchable, and the purpose for conducting the study is clearly described. The researcher justifies why this study is important.	1.82%
3.0 - 3.3: The research question is clear and researchable in the context and time frame, and the purpose for conducting the study is clearly described. The researcher justifies why this study is important and discusses assumptions, observations, or experiences that led to the topic.	5.45%
3.7 - 4.0: The research question is clear and researchable in the context and time frame, and the purpose for conducting the study is clearly described. The researcher justifies why this study is important with a valid argument and discusses multiple assumptions, observations, and experiences that led to the topic. The researcher also discusses anticipated findings.	92.73%

##### Essential Element: Description of the Context (TPE 8)

	Aggregate Scores
1.7 - Below: The researcher provides cursory information on the community, school, classroom, program model, and the characteristics of target student(s).	0.00%
2.3 - 2.7: The researcher provides adequate information about the community, school, classroom, program model, and the target student, including language background and academic strengths and challenges.	5.45%
3.0 - 3.3: The researcher provides extensive information about the community, school, classroom and program model. The researcher also provides detailed information, supported by some examples, about the target student(s), thereby discussing the language background, academic strengths and challenges, interests, and general home experiences of the student(s).	5.45%
3.7 - 4.0: The researcher provides extensive information about the community, school, classroom, program model, and the resident teacher's instructional approaches in relation to the research question. The researcher provides detailed information, well supported by multiple and specific examples, about target student(s), including language background and academic strengths and challenges, family and home experiences, and academic and social interests.	89.09%

**Essential Element: Teaching English Learners and Addressing a Diversity of Students (TPE 7) Diversity Note: In addition to English Learners, address the diversity of students in your class broadly. Consider also students with disabilities, students with diverse learning styles, gifted students, and any other aspect of diversity that is relevant**

	Aggregate Scores
1.7 - Below: The researcher provides evidence that s/he understands concepts about English learners, but this evidence may be very limited or cursory. This understanding can be related to either the L1 or L2 (or both) of the student.	0.00%
2.3 - 2.7: The researcher clearly demonstrates an emerging understanding of concepts, theories, and appropriate instructional practices for English learners. This understanding can be related to either the L1 or L2 (or both) of the student.	3.64%
3.0 - 3.3: The researcher clearly demonstrates, through a detailed discussion, a solid understanding of concepts, theories, and appropriate instructional practices for English learners. This knowledge base is applied at times to the intervention. This understanding can be related to either the L1 or L2 (or both) of the student.	7.27%
3.7 - 4.0: The researcher demonstrates, through a thorough and detailed discussion, a solid understanding of concepts, theories, and appropriate instructional practices for English learners and consistently applies this knowledge to the intervention. Specific and accurate references are made to theory and/or research related to English learners. This understanding can be related to either the L1 or L2 (or both) of the student.	72.73%
N/A	16.36%

**Essential Element: Implications for Family- School Connections (TPE 11, 12, 13)**

	Aggregate Scores
1.7 - Below: The researcher discusses general ways to provide information to parents/ families on the target students' strengths and areas for growth.	0.00%
2.3 - 2.7: The researcher discusses specific and viable ways to provide information to and work collaboratively with parents/ families on the target students' strengths and areas for growth.	3.64%
3.0 - 3.3: The researcher discusses how s/he has provided understandable, accurate, and detailed information to parents/ families about the target students' strengths and areas for growth as well as ways to work collaboratively with parents.	1.82%
3.7 - 4.0: The researcher discusses how s/he has provided understandable, accurate and detailed information to parents/ families about the target students' strengths and areas for growth. S/he also discusses the collaborative interaction s/he has had with parents in relation to learning goals.	72.73%
N/A	21.82%

**Essential Elements: Rationale for the Intervention - Literature Sources, Expert Practitioners (TPE 1, 6, 8)**

	<b>Aggregate Scores</b>
1.7 - Below: The intervention is supported by an argument; however, this justification may not be valid. While the argument is supported by literature sources, the relevance of the source(s) to the research question may not be clearly presented. The sources also may not be referenced or cited appropriately and may be in list form rather than integrated into the study's writing.	0.00%
2.3 - 2.7: The intervention is credible and is justified by a valid argument using an appropriate range of relevant literature sources. Although the discussion of sources may benefit from additional consideration, the sources appear to support the research question, but inference may be needed to connect the sources to the research question. The sources are also integrated into the study's writing and are referenced and cited appropriately.	7.27%
3.0 - 3.3: The intervention is credible and is justified by a valid argument using an appropriate range of relevant literature sources that are integrated into the study's writing. The sources, which are referenced and cited appropriately, are thoroughly discussed and clearly support the research question and proposed intervention.	12.73%
3.7 - 4.0: The intervention is credible and is justified by a valid argument using an appropriate range of relevant literature sources that are integrated into the study's writing. The sources, which are referenced and cited appropriately, explicitly and appropriately support the research question and are accurately interpreted.	80.00%

**Essential Element: Rationale for the Intervention - Context Data, Preliminary Diagnostic Data, Observational/ Field Notes (TPE 1, 6, 8)**

	<b>Aggregate Scores</b>
1.7 - Below: The intervention is supported by an argument; however, this justification may not be valid or supported by data sources. The discussion of these data sources may not be clearly connected to the research question.	0.00%
2.3 - 2.7: The intervention is credible and is justified by a valid argument using an appropriate range of data sources. Although the discussion of these data sources may benefit from more consideration, the data appear to support the research question, but inference may be needed to fully connect the data to the research question.	5.45%
3.0 - 3.3: The intervention is credible and is justified by a valid argument using an appropriate range of data sources. The thorough discussions of these data sources support the research question and the connections between the data and the research question and proposed intervention are clear.	12.73%
3.7 - 4.0: The intervention is credible and is justified by a valid argument using an appropriate range of data sources. The thorough discussion of these data sources explicitly and appropriately supports the research question and proposed intervention. Contextual factors are linked to the design of the intervention to support the rationale.	81.82%

## Part II: The Intervention

### Essential Element: Research Design and Plan: Replicability (TPE 1, 6, 9, 10)

	Aggregate Scores
1.7 and Below: The research design is outlined in broad strokes without sufficient detail to replicate.	0.00%
2.3 - 2.7: The research design is outlined in broad strokes, and some of the activities could be replicated in a general way.	3.64%
3.0 - 3.3: The research design is thorough and detailed sufficiently enough so that all activities could be replicated in a general way.	5.45%
3.7 - 4.0: The research design is thorough and detailed. The researcher clearly describes elements of the research design (including specific steps of the intervention, methods for gathering data, detailed timeline) with sufficiently explicit detail so that the intervention could be replicated precisely.	89.09%
N/A	1.82%

### Essential Element: Research Design and Plan: Validity (TPE 1, 6B, 6C, 9, 10) (Required Element)

	Aggregate Scores
1.7 - Below: The research design is related to and broadly addresses the research question, but there may be a mismatch between the research question and some of the strategies proposed.	1.82%
2.3- 2.7: The research design is related to and explicitly addresses the research question, but there may be a mismatch between the research question and some of the strategies proposed.	1.82%
3.0 - 3.3: The research design is related to and explicitly addresses the research question, and there is a match between the research question and the strategies proposed.	10.91%
3.7 - 4.0: The research design is related to and explicitly addresses the research question, and there is a solid match between the research question, the sources cited, and all of the strategies proposed.	83.64%
N/A	1.82%

**Essential Element: Data Collection (TPE 2, 3, 5)**

	<b>Aggregate Scores</b>
1.7 and Below: The researcher discusses three or more relevant data sources, linking them to the intervention plan.	0.00%
2.3 - 2.7: The researcher discusses three or more data sources, linking them clearly to the intervention plan. Data sources are developmentally appropriate—	7.27%
3.0 - 3.3: The researcher discusses three or more relevant and developmentally appropriate data sources, both formal and informal and gathered from an appropriate range of diverse students, in detail (what, from whom, when, where, and how collected) and clearly and explicitly links them to the intervention plan. Dated samples include pre-intervention baseline data, process data monitoring the intervention, and post-intervention outcome data.	5.45%
3.7 - 4.0: The researcher discusses three or more relevant and developmentally appropriate data sources, both formal and informal and gathered from an appropriate range of diverse students, in detail (what, from whom, when, where, and how collected) and clearly and explicitly links them to the intervention plan. Dated samples include pre-intervention baseline data, process data monitoring the intervention, and post-intervention outcome data. Attention has been paid to the validity and reliability of the measurement tools used.	87.27%

**Essential Element: Instructional Strategies (TPE 1, 2, 4, 5, 6, 11)**

	<b>Aggregate Scores</b>
1.7 - Below: Some of the instructional strategies are connected to research question or stated goals and assessment data, but there is a mismatch between the instructional delivery and the instructional goals.	0.00%
2.3 - 2.7: Most of the instructional strategies are operationally defined, and match the stated instructional goals and assessment data. Some of the strategies may be aligned to the appropriate content standards.	1.82%
3.0 - 3.3: Each instructional strategy is operationally defined and matches the stated instructional goals and assessment data, and most are aligned to the appropriate content standards. The researcher demonstrates a developing understanding of the subject-specific pedagogical skills for the instructional approach.	5.45%
3.7 - 4.0: All instructional strategies are operationally defined in rich detail, match the stated goals and assessment data, and are overtly aligned to the appropriate content standards. The researcher demonstrates an accurate understanding of the subject-specific pedagogical skills for the instructional approach and describes ideas for fostering and maintaining a positive climate for learning.	89.09%
N/A	3.64%

**Essential Element: Data Analysis and Findings (TPE 3, 8, 9)**

	<b>Aggregate Scores</b>
1.7 - Below: The researcher discusses data and assessment results but does not use them to accurately evaluate student progress or to plan or modify further instruction.	0.00%
2.3 - 2.7: The researcher generally uses data and assessment results accurately to evaluate student progress and may use results to plan or modify further instruction. Data is organized and visually represented (e.g., in a table, chart, or graph).	5.45%
3.0 - 3.3: The researcher uses data and assessment results accurately to evaluate student progress and to plan or modify further instruction. Data is well organized and visually represented. Data analysis is drawn from approaches appropriate for qualitative and/or quantitative data, such as identifying themes, coding and sorting, concept mapping, and statistical weighing. The analysis is convincing, drawn from the data, clearly links to the research question, and discusses performance across a range of diverse students.	12.73%
3.7 - 4.0: The researcher uses data and assessment results accurately and appropriately to evaluate student progress and to plan or modify further instruction. Each data source is clearly organized and concisely presented as well as fully analyzed. Data analysis is drawn from approaches appropriate for qualitative and/or quantitative data, such as identifying themes, coding and sorting, concept mapping, and statistical weighing. The analysis is compelling, drawn from the data, clearly links to the research question, and discusses performance across a range of diverse students.	81.82%

**Essential Element: Conclusions (TPE 2, 3)**

	<b>Aggregate Scores</b>
1.7 - Below: The researcher provides a cursory conclusion that may be linked to data vaguely or inaccurately.	0.00%
2.3 - 2.7: The researcher provides an accurate and detailed conclusion based on the data collection and analyses.	3.64%
3.0 - 3.3: The researcher provides an accurate and detailed conclusion based on the data and linked to the analyses. The research question is revisited, and the synthesis of results and findings is clear and convincing. Connections are made to specific similar studies and/or theories related to the topic.	14.55%
3.7 - 4.0: The researcher provides an accurate and detailed conclusion based on data and analyses. The research question is revisited, and the results and findings are effectively synthesized. Connections are made to specific similar studies and/or theories related to the topic, reflecting on how contextual knowledge informs the interpretation of results. The conclusion is clear and convincing.	81.82%

**Essential Element: Teaching English Learners and Addressing Special Needs Students (TPE 7) Diversity Note: Consider also students with disabilities, students with diverse learning styles, gifted students, and any other aspect of diversity that is relevant to your classroom.**

	<b>Aggregate Scores</b>
1.7 - Below: The researcher provides evidence that s/he understands concepts about English learners, but this evidence may be very limited or cursory. This understanding can be related to either the L1 or L2 (or both) of the student.	0.00%
2.3 - 2.7: The researcher clearly demonstrates an emerging understanding of concepts, theories, and appropriate instructional practices for English learners. This understanding can be related to either the L1 or L2 (or both) of the student.	7.27%
3.0 - 3.3: The researcher clearly demonstrates, through a detailed discussion, a solid understanding of concepts, theories, and appropriate instructional practices for English learners. This knowledge base is applied at times to the intervention. This understanding can be related to either the L1 or L2 (or both) of the student.	5.45%
3.7 - 4.0: The researcher demonstrates, through a thorough and detailed discussion, a solid understanding of concepts, theories, and appropriate instructional practices for English learners and consistently applies this knowledge to the intervention. Specific and accurate references are made to theory and/or research related to English learners. This understanding can be related to either the L1 or L2 (or both) of the student.	74.55%
N/A	12.73%

**Essential Element: Implications for Family-School Connections (TPE 11,12, 13)**

	<b>Aggregate Scores</b>
1.7 - Below: The researcher discusses general ways to provide information to parents/families on the target student's(s') strengths and areas for growth.	0.00%
2.3 - 2.7: The researcher discusses specific and viable ways to provide information to and work collaboratively with parents/families on the target student's(s') strengths and areas for growth.	3.64%
3.0 - 3.3: The researcher discusses how s/he has provided understandable, accurate, and detailed information to parents/families about the target student's(s') strengths and areas for growth as well as ways to work collaboratively with parents.	3.64%
3.7 - 4.0: The researcher discusses how s/he has provided understandable, accurate and detailed information to parents/families about the target student's strengths and areas for growth. S/he also discusses the collaborative interaction s/he has had with parents in relation to learning goals.	72.73%
N/A	20.00%

**Essential Element: Implications for Teaching (TPE 8, 9, 10, 13)**

	<b>Aggregate Scores</b>
1.7 - Below: The researcher vaguely discusses how to use the results for future teaching or provides implications that are not linked to the data analyses.	1.82%
2.3 - 2.7: The researcher discusses how the new insights or knowledge could be useful in future teaching situations. Recommendations may be limited or cursory or not fully linked to data analysis.	1.82%
3.0 - 3.3: The researcher discusses how the new insights or knowledge gained from data analysis could be useful in future teaching situations. Specific recommended actions are clear, valid, and doable.	14.55%
3.7 - 4.0: The researcher discusses how the new insights or knowledge gained from data analysis could be useful in future teaching and provides a clear plan for immediate next steps in the teaching context in which the intervention was implemented. Specific recommended actions are clear, valid, and doable.	80.00%
N/A	1.82%

**Essential Element: Reflections on the Instructional and Research Experience (TPE 13)**

	<b>Aggregate Scores</b>
1.7 - Below: The researcher provides a cursory reflection on either the instructional or research experience in relation to improving teaching practice.	1.82%
2.3 - 2.7: The researcher provides a detailed reflection on either the instructional or the research experience in relation to improving teaching practice and cites general changes s/he would make based on the findings.	7.27%
3.0 - 3.3: The researcher provides an extensive, detailed reflection on both the instructional and research experience in relation to improving teaching practice. The researcher also cites changes s/he would make based on the findings as well as limitations of the study	5.45%
3.7 - 4.0: The researcher provides an extensive, detailed reflection on both the instructional and research experience in relation to improving teaching practice. The researcher also cites changes s/he would make based on the findings as well as limitations of the study. Explicit connections are made between theory and/or research and the intervention. The researcher presents new and continuing questions for further study.	83.64%
N/A	1.82%