

ED255 ACTION RESEARCH ASSESSMENT RUBRIC

RSD Assessment Criteria	MARKING RUBRIC					
	Level 1. Highly Proficient > 75%		Level 2. Proficient 50 – 74%		Level 3. Limited Proficiency <50%	
Embark & Clarify:	Succinct coverage of all parts of the question	(3.75 – 5m)	Detracts from questions in some places.	(2.5 - 3m)	Lacks focus with some inaccuracies.	(0 – 2m)
	Well-grounded in Pacific/ home country context. .	(3.75 – 5m)	Some contextualization.	(2.5 - 3m)	Little/no contextualization.	(0 – 2m)
Find & Generate:	Covers all/ most key themes & relevant ideas.	(6 – 8m)	Some relevant ideas or themes.	(4 – 5.5m)	Unrelated/irrelevant information.	(0 – 3.5 m)
	Holistic understanding & ideas coherently linked,	(6 – 8m)	Some areas lack development.	(4 – 5.5m)	Little/no attempt to link/connect ideas.	(0 – 3.5m)
	Good use of credible sources of information.	(3 - 4m)	Heavy reliance on readings, some questionable sources.	(2 – 2.5m)	Course materials main source of information; and/or, many questionable sources.	(0 – 1.5m)
Evaluate & Reflect:	Good understanding of limitations.	(7.5 – 10m)	Some reference to limitations.	(5 – 7m)	Little/no treatment of limitations.	(0 – 4.5m)
	High level data analysis and critical reflection identifying strengths and weaknesses	(7.5 – 10m)	Some analysis of data/ strengths and weaknesses.	(5 – 7m)	Little/no data-analysis or critical reflection.	(0 – 4.5m)
Organize & Manage:	Paragraphs developed around ideas/themes.	(3.75 – 5m)	Some undeveloped ideas/themes.	(2.5 - 3m)	Little/no development, repetition, long/ short paragraphs and/or main paragraph idea is unclear.	(0 – 2m)
	Ideas linked cohesively & paragraphs sequenced well.	(7.5 – 10m)	Inconsistency of ideas /linkages between paragraphs.	(5 – 7m)	Little/ no apparent sequence to themes/ ideas.	(0 – 4.5m)
	Examples, figures and tables enhance the discussion.	(3.75 – 5m)	Some irrelevant/incorrect examples/ figures/tables used.	(2.5 - 3m)	Most examples/figures/tables are irrelevant.	(0 – 2m)
Analyse & Synthesise:	Comprehensive analysis of data/information.	(3 - 4m)	Some surface analysis of data.	(2 – 2.5m)	Incomplete findings; and/or little/no analysis.	(0 – 1.5m)
	Logical reasoning applied to high level analysis/interpretation.	(6 - 8m)	Limited/Technical analysis and interpretation.	(4 – 5.5m)	Little/no analysis of data, presentation of facts, and/or no interrogation of information.	(0 – 3m)
	Reasoned personal standpoints in summarizing information.	(3 – 4m)	Weak positioning of personal/creative synthesis	(2 – 2.5m)	Little/no personal standpoint and/or summary.	(0 – 1.5m)
	Comprehensive recommendations. Presents new knowledge/ ideas.	(3 – 4m)	Few recommendations, new knowledge/ideas	(2 – 2.5m)	No recommendations or new knowledge/ideas.	(0 – 1.5m)
Communicate & Apply Ethically:	Within word limit. Appropriate/formal academic writing style.	(3 – 4m)	Within word limit but writing style informal/ inconsistent.	(2 – 2.5m)	Ignores word limit and writing style inappropriate.	(0 -1.5m)
	Similarity <23%. Consistent referencing style & proper in-text citation and bibliography.	(2.5 – 3m)	Similarity % may be within range, but inconsistency in referencing & bibliography.	(1.5 - 2m)	Similarity % > 35%. Many referencing/ bibliographical errors, and may not include a bibliography.	(0 -1m)
	Appropriate titles/sub-headings, few errors in grammar, spelling & punctuation.	(2.5 - 3m)	Long/vague subheadings; common grammatical, spelling & punctuation errors.	(1.5 - 2m)	Long, confusing, off-topic headers. Errors in grammar, spelling, and punctuation errors affect the overall flow/quality of the paper.	(0 -1m)

ED255 Assignment 2 Mark sheet

Assessment Criteria	Scores
Embark & Clarify: Assessment task demonstrates good understanding of question requirements; and, the student's ability to contextualize topic to the wider Pacific & home country. 10 Marks	
Interpretation of the assignment question and student ability to focus on instructions.	/5
Contextualization of discussion to the Pacific and home country context	/5
Find & Generate: Assessment task shows the student's conceptual understanding of subject area through effective mapping of key ideas/themes and linkages between these; and, ability to access and use a wide range of credible references. 20 Marks	
Key themes and ideas are identified and discussed	/8
Ideas are coherently linked and demonstrate holistic understanding of the subject	/8
Evidence of use of information from a wide range of credible sources	/4
Evaluate & Reflect: Assessment task demonstrates student recognition of the important link between research limitations & holistic treatment of the topic discussion. The high level thinker attempts to address these demonstrating deep learning/ reflective thinking in the quality of discussion. 20 Marks	
Limitations of the task are recognized and discussed.	/10
Critical thinking is applied in analysis of information/data.	/10
Organize & Manage: Assessment task shows the student's ability to translate information into focused, well developed paragraphs. Ideas are succinctly sequence d and student makes effective use of examples, figures and tables. 20 Marks	
Paragraphs structure and development.	/5
Sequencing and linking of paragraphs.	/10
Use of examples, figures and tables used are appropriate.	/5
Analyse & Synthesise: Assessment task includes signposts that indicate analytical skills through effective data analysis & interpretation. There is a clear summary & synthesis of data and new knowledge is generated. 20 Marks	
Demonstration of Analytical skills.	/4
Logical reasoning is applied to analysis of results and shows high levels of critical thinking.	/8
Ability to summarize and synthesis information.	/4
Evidence of critical reflection and new knowledge/ideas are generated.	/4
Communicate & Apply Ethically: Assessment task adheres to formal academic format/ presentation & writing style. The Turnitin similarity % is within the acceptable range and there is consistency in referencing and bibliography. Due attention is given to technical aspects. 10 Marks	
Formal academic writing style is adhered to.	/4
Similarity % is within the acceptable range and there is consistency in referencing and bibliographical citations.	/3
Titles and Sub-headings are appropriate. Due attention is given to spelling, grammar and punctuation.	/3
Total score out of 100%	/ 100
Assignment Mark %	/20



Markers Comments:

1. Overall Assessment of task

Excellent
 Very Good
 Good Effort
 Recommendation to seek writing assistance

2. General Comments:

Signature of Marker: _____

Date: _____

ASSIGNMENT 2: CURRICULUM ACTION RESEARCH

Due Date: Friday of Week 9

Value: 20%

Length: 2000 words

In this Assignment you are to conduct an Action Research in your school and present your finding in a Report Format.

Conduct an **Action Research** on a *Curriculum Issue* relevant in your school or country. You are to identify the issue; investigate its cause(s) and recommend how to address the issue. More so, you are to explain the significance of your research to Curriculum Development in your school and or country.

You are to choose **one** of the following themes to research on:

- a. Education for Sustainable Development (ESD)
or
- b. Sexual and Reproductive Health Education (SRHE)
or
- c. Inclusive Education (IE)

You are to structure your report using the format given below:

Report Format

Title page

Abstract

Introduction

Rationale (Purpose of Research & Its significance)

Research Questions (no more than two)

Literature Review (Refer to at least 6 – 8 related Articles)

Methodology

Finding & Discussion

Conclusions & Recommendations

Bibliography

Appendices