

MASTER OF EDUCATION: PROJECT PROPOSAL

M.Ed. Candidate Name: _____

Date of Defense: _____ Concentration Area: _____

Scoring Rubric: M.Ed. Project Proposal

Elements	Sophisticated 4	Comprehensive 3	Basic 2	Limited 1	Relationship to Conceptual Framework and Program Outcomes
Statement of the Problem & Instructional Context	<input type="checkbox"/> The change in practice is well-defined and well-grounded in terms of current research, best practice and the candidate's reflection clearly places the proposed instructional approach in the context of candidate's previous instructional practice	<input type="checkbox"/> The change in practice is adequately defined and connected to candidate's previous instructional approaches. Solid connections are made between the proposed change in practice and current research and best practice.	<input type="checkbox"/> There are minor changes to classroom practice but fundamentally the approach appears to already be in use in the candidate's classroom. The proposed instructional approach is supported by current research and best practice. Candidate does not clearly place the change in practice in the context of previous practice.	<input type="checkbox"/> There is very little change in practice. The proposed instructional approach appears to be one already in use in the candidate's classroom. In addition, the proposed instructional approach is not supported by current research and best practice.	<ul style="list-style-type: none"> — Knowledge — Reflection — Pedagogy and Content — Reflective Practice
Review of Literature	<input type="checkbox"/> The literature review is extensive and insightfully synthesizes research across sources. Sources are particularly high quality in terms of currency, source and come primarily from primary sources and research articles.	<input type="checkbox"/> The literature review is appropriate to the topic and synthesizes research across sources. Sources are appropriate in relation to currency and source, including primary sources and research articles.	<input type="checkbox"/> Literature reviewed is related to the change in practice but some literature is out of date and from inappropriate sources. The literature review reads as a series of summaries with no synthetic approach evident.	<input type="checkbox"/> Literature reviewed is not clearly related to the change in practice. Literature is out of date or from non-refereed journals. Literature does not utilize a sufficient number of primary sources and research articles.	<ul style="list-style-type: none"> — Knowledge — Reflection — Reflective Practice
Project Description	<input type="checkbox"/> The change in practice is described in detail, including timelines and specific artifacts. Connections to best practice and student learning are evident and explicitly made in relation to pedagogy, content and instructional strategies.	<input type="checkbox"/> The change in practice is described in detail, including timelines and some specific artifacts. Connections to best practice and student learning are evident in relation to pedagogy, content and instructional strategies.	<input type="checkbox"/> The description of the change in practice is detailed but no specific artifacts are described. Connections to best practice and student learning do exist but are not made explicitly.	<input type="checkbox"/> The description of the change in practice is lacking in detail. There are no timelines or specific plans. Connections to best practice and student learning do not exist.	<ul style="list-style-type: none"> — Knowledge — Reflection — Action — Instructional Strategies — Pedagogy and Content

Project Evaluation	<input type="checkbox"/> Plans to evaluate the efficacy of the change in practice are well-grounded and target the instructional change clearly and completely. In addition, evaluation tools will clearly result in consistent (reliable) and accurate (valid) measurement of efficacy.	<input type="checkbox"/> Plans to evaluate the efficacy of the proposed change in practice are clearly connected to the instructional change proposed and demonstrate sufficient consistency (reliability) and accuracy of measurement (validity)	<input type="checkbox"/> Plans to evaluate the efficacy of the change in practice are connected to the instructional change proposed but suffer from problems with consistency (reliability) or accuracy of measurement (validity)	<input type="checkbox"/> Plans to evaluate the efficacy of the change in practice are disconnected from the instructional change.	<ul style="list-style-type: none"> — Knowledge — Reflection — Action — Assessment / Monitoring — Collaboration
Dissemination Plan	<input type="checkbox"/> Dissemination plans include publication and/or regional or national presentations	<input type="checkbox"/> Dissemination plans include local or regional presentation	<input type="checkbox"/> Dissemination plans do not extend beyond teachers in the candidate's building	<input type="checkbox"/> Dissemination plans are not discussed adequately	<ul style="list-style-type: none"> — Knowledge — Reflection — Action — Collaboration

Committee Chairs: Please collect and forward all rubric evaluation sheets to the M.Ed. Program Director immediately following the defense. Completed assessment rubrics are required before the Thesis /Major Paper/Project Form can be forwarded to the Graduate School. Thank you for facilitating this process.

Signature of Committee Member: _____