

This rubric does not suggest an exact format for your inquiry research paper. It does represent all of the information that must be included in your paper. You can design the format that best fits your work.

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<p>Context of Study</p> <p>Teacher researchers provide complete information about the context in which their inquiry took place. This may include, but not be limited to, information about P.K. Yonge, your assignment, the students that you teach, your content, and the curriculum you enact.</p>	Did not complete	Two or more of the indicators of a level 4 are missing from the teacher inquiry	One of the indicators of a level 4 is missing from the teacher inquiry	<ul style="list-style-type: none"> • The teacher researcher describes the context in which their wondering emerged • The teacher researcher explains the context of their study in the design plan • The teacher researcher addresses the ways in which their personal and professional background has influenced the ways in which they designed the study
<p>Wonderings and Purpose</p> <p>Teacher researchers explain the root of their wonderings in detail. The explanation makes a convincing case for the wonderings' personal importance to the researcher. The stated wonderings are connected to appropriate and pertinent literature from the field and/or relevant initiatives at P.K. Yonge. The purpose and questions/wonderings are clearly articulated, free of educational jargon, focused inward (on the teacher's own practice), and open-ended (i.e., the teacher researcher did not pose a question for which the answer was already known).</p>	Did not complete	Two or more of the indicators of a level 4 are missing from the teacher inquiry	One of the indicators of a level 4 is missing from the teacher inquiry	<ul style="list-style-type: none"> • The teacher researcher describes the dilemma or tension in their teaching • The teacher researcher connects their wondering to adequate and relevant literature • The teacher researcher focuses on their own classroom and practice • The teacher researcher avoids dichotomous yes/no wondering
<p>Teacher-Research Design (Data Collection and Data Analysis)</p> <p>Teacher researchers collect data from multiple sources (e.g., test scores, surveys, field notes, student work, interviews, journal entries) including relevant literature. Each data collection strategy employed is clearly explained and connected to the inquirer's posed questions/wonderings. Teacher researchers include detailed explanations of their inquiry design and provide a timeline for how they collected data collection, as well as an explanation of how they analyzed data.</p>	Did not complete	Two or more of the indicators of a level 4 are missing from the teacher inquiry	One of the indicators of a level 4 is missing from the teacher inquiry	<ul style="list-style-type: none"> • The teacher researcher uses at least three different sources of data to inform their work • The teacher researcher uses literature to guide their design and study • The teacher researcher describes the ways their particular context shaped decisions about design. • The teacher researcher explains all procedures (data collection, analysis, etc.) including changes in plans during their inquiry

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<p>Teacher Researcher Learning</p> <p>Teacher researchers articulate clear, thoughtful statements about what they learned through the inquiry process. Each statement is supported, in detail, by data. If relevant, data may also be included that did not appear to fit with what the teacher researcher is claiming, with possible explanations for the discrepant data. Teacher researchers weave readings and other relevant experiences into the discussions of their findings as the readings and experiences relate to what was learned. Teacher researchers discuss not only what was learned about their topic of study but also include a personal reflection on what was learned about the process of teacher research.</p>	Did not complete	Two or more of the indicators of a level 4 are missing from the teacher inquiry	One of the indicators of a level 4 is missing from the teacher inquiry	<ul style="list-style-type: none"> • The teacher researcher employ themes, trends, claims, categories, metaphors, similes, etc. to illustrate their findings • The teacher researcher supports all statements with sufficient data • The teacher researcher’s learning statements align with the data collected and analyzed • The teacher researcher reflects on what they learned about their own wondering and the process of inquiry
<p>Implications for Practice</p> <p>Teacher researchers detail examples of instructional change they have made or will consider making based on what they learned through their research. Changes in practice flow logically from the teacher researcher’s statements of learning. In addition, teacher researchers discuss both personal actions that they may pursue and/or collective action that faculty at P.K. Yonge may wish to consider in the future based on what was learned from the teacher’s current research.</p>	Did not complete	Two of the indicators of a level 4 are missing from the teacher inquiry	One of the indicators of a level 4 is missing from the teacher inquiry	<ul style="list-style-type: none"> • The teacher researcher addresses the action they has taken or will take due to their learning • The teacher researcher’s stated actions are informed by their learning • The teacher researcher indicates how their work can inform other teachers

Adapted from Dana, N. F. & Yendol-Hoppey, D. (2014) *The reflective educator’s guide to classroom research (3rd ed)*. Corwin Press.