

**EDST 409**  
**Rubric for the Research Portfolio**

<i>Component</i>	<i>Ideas</i>	<i>Connections</i>	<i>Extensions</i>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>▪ Describes the dilemma, its significance and where/when it is experienced</li> <li>▪ Identifies the stakeholders</li> <li>▪ Assessment and education terms are used accurately</li> <li>▪ Accurate operational definitions are provided for the issue(s) under investigation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Considers the perspective of other stakeholders in terms of policies, decisions and experiences</li> <li>▪ Describes the complexity of the dilemma in terms of its measurement, judgment and decision-making components</li> <li>▪ Terms and definitions related to the dilemma are provided</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examines the <b>assumptions underlying</b> the dilemma that currently influence practice and that may be preventing alternative thinking</li> <li>▪ Considers the implications of the dilemma for students and their learning</li> </ul>
<b>Information Gathering</b>	<ul style="list-style-type: none"> <li>▪ Gathers, presents and summarizes at least 5 sources of information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explanations are included as to the usefulness of the resources in understanding and possibly solving the dilemma</li> <li>▪ As new ideas and resources are introduced they are critiqued using the principles of assessment introduced in class or found in the assessment literature, indicating how the material is shaping your learning &amp; understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is integration of key elements and principles of assessment that tie the dilemma to larger issues of teaching and learning</li> <li>▪ New ideas have been tested and the results analyzed using principles of assessment</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>▪ Provides a complete reference list</li> <li>▪ Includes samples and summaries of at least 3 pieces of research-based reference material</li> <li>▪ Sources are identified and cited in a bibliography</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies the significance of the resource</li> <li>▪ If historical references are used, current ones are included for contrast</li> <li>▪ Discrepancies, similarities and contradictions among the resources are pointed out</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outlines the implications for own teaching practice and how the material fits in with own current goals of teaching and learning</li> </ul>
<b>Resolutions</b>	<ul style="list-style-type: none"> <li>▪ Suggests at least one feasible approach toward resolving the dilemma</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supports the stance with a logical argument, supported by the references</li> <li>▪ Anchors the argument in the principles of assessment referred to in the references</li> <li>▪ Takes a personal stand in relation to the dilemma, based on findings and experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describes a context for teaching and learning, guided by assessment principles, that would minimize the likelihood of the dilemma arising again</li> <li>▪ Considers what ‘trade-offs’ (if any) may result from the adopted stance</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>▪ Titles and sections of the portfolio are labeled to help focus the reader’s attention</li> <li>▪ Any minor spelling or grammar errors do not distract the reader’s attention from the argument</li> </ul>		

**Honours:** All *Ideas* descriptors are in evidence; six or more descriptors at the *Connections* level and at least four of the *Extensions* descriptors are in evidence

**Pass:** All *Ideas* descriptors are in evidence as are at least five of the *Connections* descriptors

**Incomplete:** The portfolio presents work entirely at the *Ideas* level or fails to meet that standard