

## LEE 213 Theory to Practice Inquiry Project

In LEE 213-Teaching the Language Arts K-12, students complete an inquiry project that has three main components. First, students select a topic of inquiry driven by their professional experiences teaching language arts and write a research paper describing the different theoretical perspectives and respective instructional implications. Second, students use the research examined to develop and implement instructional lessons in the classroom setting. Third, students develop a presentation to share with colleagues that presents the theory of their report, the practical applications from their lessons, and a critical reflection on the experiences.

### LEE 213: Theory to Practice Inquiry Presentation Rubric

Plan Component	3-Proficient	2-Developing	1-Beginning
Context (3 points)	<ul style="list-style-type: none"> <li>Includes specific details about research context (classroom, school, community)</li> <li>Uses specific evidence to support claims</li> </ul>	<ul style="list-style-type: none"> <li>Includes general details about research context (classroom, school, community)</li> <li>Uses some evidence to support claims</li> </ul>	<ul style="list-style-type: none"> <li>Includes little information about research context</li> <li>Uses little/no evidence to support claims</li> </ul>
Inquiry Focus & Rationale (3 points)	<ul style="list-style-type: none"> <li>Provides a specific definition of inquiry focus</li> <li>Clearly articulates rationale for inquiry focus</li> <li>Cites specific data to support rationale</li> <li>Uses charts, tables, and/or graphs to help illustrate points and cites graphics within narrative</li> </ul>	<ul style="list-style-type: none"> <li>Provides a general definition of inquiry focus</li> <li>Articulates general rationale for inquiry focus</li> <li>Refers generally data to support rationale</li> <li>Uses charts, tables, and/or graphs to help illustrate points, connection between graphics and narrative may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>Missing definition of inquiry focus</li> <li>Missing rationale for inquiry focus</li> <li>Missing reference to data</li> <li>Uses no charts, tables, and/or graphs to help illustrate points; connection between graphics and narrative not explained</li> </ul>
Key Findings from Literature (3 points)	<ul style="list-style-type: none"> <li>Provides concise overview of key points from research literature most relevant to inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Provides overview of key points from research literature, literature generally relevant to inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Provides overview of research literature, literature may not be relevant to inquiry OR literature overview may be missing</li> </ul>

<p>Data Collection &amp; Analysis (3 points)</p>	<ul style="list-style-type: none"> <li>• Clearly describes data collected</li> <li>• Provides specific rationale for collecting data</li> <li>• Clearly articulates from whom data was collected and why</li> <li>• Clearly describes tools used for analyzing data and rationale for using</li> <li>• Clearly articulates process used for analyzing data</li> </ul>	<ul style="list-style-type: none"> <li>• Generally describes data collected</li> <li>• Provides some rationale for collecting data</li> <li>• Generally discusses from whom data was collected and why</li> <li>• Generally describes tools used for analyzing data and rationale for using</li> <li>• Generally articulates process used for analyzing data</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little/no description of data collected</li> <li>• Provides little/no rationale for collection of data</li> <li>• Missing discussion of from whom data was collected and why</li> <li>• Provides little/no description of tools used for analyzing data and rationale for using</li> <li>• Provides little/no discussion of process used for analyzing data</li> </ul>
<p>Findings (4 points)</p>	<ul style="list-style-type: none"> <li>• Clearly describes findings from data analysis</li> <li>• Includes specific evidence from data to support findings</li> <li>• Uses charts, tables, and/or graphs to help illustrate points and clearly explains graphics within narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Generally describes findings from data analysis</li> <li>• Includes general evidence from data to support findings</li> <li>• Uses charts, tables, and/or graphs to help illustrate points; connection between graphics and narrative may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little/do description of findings from data analysis</li> <li>• Missing evidence from data to support findings</li> <li>• Uses no charts, tables, and/or graphs to help illustrate points OR charts, tables, graphs not appropriate</li> </ul>
<p>Reflection &amp; Next Steps (4 points)</p>	<ul style="list-style-type: none"> <li>• Includes thoughtful reflection about inquiry</li> <li>• Includes insightful implications for the inquiry based on findings with clear connections to research literature</li> <li>• Uses specific, appropriate evidence to support claims</li> </ul>	<ul style="list-style-type: none"> <li>• Includes general reflection about findings</li> <li>• Includes general implications for the inquiry based on findings; attempts connections to research literature</li> <li>• Uses some appropriate evidence to support claims</li> </ul>	<ul style="list-style-type: none"> <li>• Includes little/no reflection about findings</li> <li>• Missing implications for the inquiry based on findings; no connections to research literature</li> <li>• Uses little/no evidence to support claims</li> </ul>