

**Scholar Activist:**

Students will search, navigate, and critically consume (read, analyze, and use) educational research.

This means that:

- Students use electronic search processes to locate appropriate resources.
- Students show familiarity with a range of important journals, including research journals.
- Students evaluate the appropriateness of different research methods for the particular question being asked and research design.
- Students describe how different research designs broaden or narrow both the questions and the findings.
- Students can critique epistemological assumptions of multiple research paradigms.
- Students can read, evaluate, and use articles that report both quantitative and qualitative research.

**Criteria and standards for evaluation:**

	<b>Rigor</b>	<b>Appropriateness</b>
<b>Exemplary</b>	Conducts thorough and extensive review and synthesis, uses significant multiple resources, uses broad range of considerations for critiquing and evaluating sources, includes primary research.	Uses and critiques major contributors to field related to focus of action thesis; uses relevant search processes; uses research from multiple perspectives pertinent to the question.
<b>Satisfactory</b>	Conducts review and synthesis, uses some significant resources, uses range of considerations for critiquing and evaluating sources, includes primary research.	Finds material related to the focus, and uses and critiques some of the major contributors to that field; uses relevant search processes; uses research from limited perspectives pertinent to the question.
<b>Has not yet met the Outcome</b>	Just reviews, does not synthesize; limited range of resources, limited critique and evaluation, minimal primary research.	Finds some material related to the action thesis, but recognizes and uses few of the major contributors; ineffectively uses search processes; uses research from narrow perspectives; does not recognize the perspectives of research