

Action Research Project Rubric

Levels of Achievement			
Standards of Scholarship & ARP Elements	Not Yet Acceptable	Acceptable	Exemplary
Clear Goals a. Abstract b. Research Question	a. Abstract not clearly stated b. Research Question is not clearly stated and/or does not relate to student learning	a. Abstract includes purpose, methods & results of project b. Research Question is clearly stated and relates to student learning	a. Acceptable + clearly articulated and concise b. Acceptable + polished
Adequate Preparation Perspectives 1. Student 2. Colleague 3. Expert 4. Self	Discussion of four perspectives insufficient to document relevant information; one or more perspectives missing	Documents the relevant information from four perspectives in relation to the question.	Acceptable + integrates and synthesizes the relevant information.
Appropriate Methods Methods & Assessment 1. Student Learning Outcome (SLO) 2. Performance Indicators 3. Teaching Strategies of SLO 4. Assessment Strategies of SLO 5. Action Research Methodology Design	1. SLO not results-oriented, not clearly written nor measurable. 2. Indicators do not identify the discrete traits of mastery. 3. Strategies not appropriate for achieving the SLO. 4. Assessment(s) do not adequately measure the identified indicators. 5. The AR methodology design may not be replicable and does not provide feedback that informs your practice	1. SLO results-oriented, clearly written & measurable 2. Indicators identify the discrete traits of mastery 3. Teaching strategies appropriate for achieving the SLO 4. Assessment(s) measure the identified indicators; some formative & summative assessment tools evident 5. The AR methodology design is replicable and provides feedback that informs your practice	1. SLO results-oriented, clearly written, measurable, and critical to teaching & learning 2. Indicators clearly identify the discrete traits of mastery and sequenced for optimum learning 3. Teaching strategies appropriate for achieving the SLO; follows the rigors of the discipline 4. Assessment(s) measure the identified indicators; comprehensive set of formative and summative assessment tools evident 5. The AR methodology design is replicable provides feedback that informs your practice; feedback informs you in areas you were seeking to improve
Significant Results Project Results	Results are not analyzed in relation to the original question	Results are analyzed in relation to the original question	Acceptable + description of how results will inform your practice and impact student learning are included
Reflective Critique a. General Reflection on the ARP b. (TLA Candidates) Essential Competencies	a. AR project is only summarized or reviewed b. Insufficient critical evaluation of methods and results used to demonstrate each specified Essential Competency in this FLO: little or no discussion of possible improvements	a. Reflection relates students' and candidate's learning to the research project and includes plan for improvement b. Competent critical evaluation of methods and results used to demonstrate each specified Essential Competency in this FLO; sufficient discussion of possible improvements	a. Acceptable + insightful analysis with clear plans for revision b. Acceptable + insightful discussion of possible improvements
Effective Presentation	Not written clearly or coherently; not presented and edited professionally; not uploaded to the ARP builder	Written clearly and coherently; presented and edited professionally to an appropriate audience; uploaded in ARP builder	Acceptable + polished presentation & comprehensive.