

## **Action Research Rubric**

Element of Inquiry	Emerging	Basic	Proficient	Distinguished
<b>Focus of the action research</b>	Mentions a general area of focus with limited detail.	Gives a description of the classroom context and identification of one or more issues that arose out of observation.	Discusses the identified issues in relation to the researcher's own experience and expertise and its importance to the teacher's classroom.	Provides arguments for selecting the issue show implications beyond the immediate problem and connect to broader issues of teaching and learning the classroom.
<b>Review of literature and resources related to the inquiry question</b>	Conducts a limited review of readings and resources related to the issue.	Understands the scope and sequence of the research through evidence from the review of readings and resources.	Comprehends the scope of the research from the review of readings and resources and connects the research to personal experience.	Identifies a solution from the literature or resources and analyzes the contribution the inquiry makes to teaching and learning.
<b>Collection of data</b>	Lists the steps taken to collect data to effect a change.	Makes connections between the identified situation and the data collected for change to occur.	Shows that the data are sufficiently adequate to make connections to enable change to occur.	Demonstrates strong connections between the data and the actions as well as able to implement change.

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<b>Analysis and interpretation of data</b>	States the problem and findings with minimal explanation of connections.	Describes evidence of a logical relationship between the problem and the findings.	Organizes and synthesizes possible solution to produce findings.	Shares an analysis to inform the reader why the preferred interpretation is chosen over other possibilities. New and important questions are identified for further inquiry.
<b>Reporting of results</b>	Reports the conclusion.	Includes a conclusion that contains insights into the action research process and its influence on the teacher's classroom practice.	Invites the reader to experience the breadth and depth of the experience.	Prepares a report that exhibits qualities to merit internal academic review that could lead to a conference presentation or publication.