

Action Research - Rubric for Final Report

Criteria for Evaluation	3 (Exceeds)	2 (Meets)	1 (Below)	0 (Omitted)	Score
1. Introduction: Project title, grade level(s), team member names and individual responsibilities, focuses on math and/or language learning.	All four areas are addressed.	Three areas are addressed.	One or two areas are addressed.	The writer omitted the Introduction from the narrative.	
2. Research Problem: State the research problem.	The research problem is identified. It can be investigated through the collection and analysis of data. It has theoretical or practical significance.	The research problem is identified. It can be investigated through the collection and analysis of data. It has some theoretical or practical significance.	The research problem is identified but it does not have theoretical or practical significance.	The writer omitted the Research Problem from the narrative.	
Explain the significance of the research to the Preparing for Success in Algebra Grant Goals	The purpose of the research is stated with relevant details such as who, what, where, when and why. The writer provided a brief review of the related literature to justify the proposed research. There are no unanswered questions for the reader as to the significance of the research.	A general overview is provided. The purpose of the research is stated. The review of the literature is given. More information would have been helpful to fully describe the significance of the research.	The purpose of the research and/or the review of the literature is provided. The information provided is vague and leaves many unanswered questions for the reader.	The writer omitted the Significance of the Research from the narrative.	
3. Research Procedures: Research Methods	The writer provided evidence to support the type of research method chosen for the study. There are details such as who, what, where, when and why. There are no unanswered questions as to the type of method chosen.	The writer stated the type of method being used with generalized supporting evidence. More information would have been helpful to fully describe the research method.	The reasoning for the type of method chosen is vague and leaves many unanswered questions for the reader.	The writer omitted the Research Methods from the narrative.	
Data Collection and Analysis	The writer provided evidence to support the type of data collection and analysis method chosen for this study. The writer stated specific strategies. Many details are provided and there are no unanswered questions as to the type of data collection and analysis method chosen.	The writer stated the type of data collection and analysis method being used with generalized supporting evidence. More information would have been helpful to fully describe the data collection and analysis process.	The reasoning for the type of data collection and analysis method chosen is vague and leaves many unanswered questions for the reader.	The writer omitted the Data Collection and Analysis from the narrative.	

Criteria for Evaluation	3 (Exceeds)	2 (Meets)	1 (Below)	0 (Omitted)	Score
4. Student Outcomes and Standards: Identify student outcomes.	Student outcomes are identified as knowledge or behaviors that the writer wants the student to gain as a result of participating in the grant. The outcomes are relevant and clearly stated with details such as who, what, where, when and why. There are no questions in regards to student outcomes.	Student outcomes are identified and relevant but more information would have been helpful to describe student outcomes.	Student outcomes are identified but do not communicate what the students are going learn as a result of this grant.	The writer omitted the Student Outcomes from the narrative.	
Explain their relationship to the Standards.	The writer provided evidence in regards to how the Standards relate to the student outcomes. The appropriate standard is cited and the relationship is explained in detail. There are no questions as to the relationship between the outcomes and the standards.	The writer gave a general answer in regards to how the Standards are related to student outcomes. More information would have been helpful to explain the relationship.	The Standards are listed. The writer did not explain the relationship.	The writer omitted the Standards from the narrative.	
5. Process: Provide a detailed plan for each of the phases of the grant:					
Development	The writer provided details as to how they are going to develop the program. A distinct timeline is proposed in an orderly fashion. There are no questions for the reader as to how the program will be developed.	The writer gave a general answer as to how they will develop the program. More information would have been helpful to describe the development phase.	The writer provided a vague description of the development plan. There are many unanswered questions for the reader.	The writer omitted the Development Plan from the narrative.	
Implementation	The writer provided details as to how they are going to implement the program. A distinct timeline is proposed in an orderly fashion. There are no questions for the reader as to how the program will be implemented.	The writer gave a general answer as to how they will implement the program. More information would have been helpful to describe the implementation phase.	The writer provided a vague description of the implementation plan. There are many unanswered questions for the reader.	The writer omitted the Implementation Plan from the narrative.	
Assessment	The writer provided details as to how they are going to assess student outcomes. They included types of assessment, reporting and feedback methods they will be using. Assessment is relevant to student outcomes. There are no questions as to how student outcomes will be assessed.	The writer gave a general answer as to how they will assess student outcomes. More information would have been helpful to describe the assessment phase.	The writer provided a vague description of the assessment plan. There are many unanswered questions for the reader.	The writer omitted the Development Plan from the narrative.	
6. Final Presentation: Once the project is completed, team members should write a report on their findings.	Report is of appropriate length and has few if any grammatical errors. Report is turned in on time and addresses <u>all</u> areas identified in this rubric. With few changes, report can be published on web and in Grant Research Volume.	Report is of appropriate length and has few if any grammatical errors. Report is turned in on time and addresses <u>the main</u> areas identified in this rubric. With few changes, report can be published on web and in Grant Research Volume.	Report fails to address the main areas identified in this rubric, it is turned in late, it is of insufficient length, and/or it has many grammatical errors.	Report is not turned in.	