

**UbD Performance Task Rubric  
Action Research Performance Task**

<b>Criteria</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
Formulate a clear research hypothesis addressing an important issue in the teacher's classroom.	Research hypothesis is not clearly stated and is not related to an important issue in the classroom.	Research hypothesis is stated but is unclear and minimal evidence is provided of importance of issue to classroom.	Research hypothesis is clear and moderate evidence of importance of issue to the teacher's classroom is provided.	Research hypothesis is clear and strong evidence of importance of issue to the teacher's classroom is provided.
Conduct a literature review with a minimum of 5 articles that supports the research question.	Literature review has fewer than 5 articles and does not support the research question.	Literature review has minimum of 5 articles but only some support the research question and they are organized around individual article summaries.	Literature review has minimum of 5 articles most of which support the research question and at least one theme is identified which is supported by multiple articles.	Literature review has minimum of 5 articles all of which support the research article and the review is organized primarily around themes.
Select quantitative or qualitative research design and discuss validity concerns.	A research design is identified but not implemented and no validity concerns are discussed.	A research design is identified but there are problems with implementation and weak discussion of validity concerns.	A research design is identified, clearly implemented, but either internal or external validity is not discussed.	A research design is identified, clearly implemented, and internal/external validity concerns are discussed.
Select quantitative or qualitative research method, clearly define sample and treatment if any.	Research method is not clearly identified or sample and treatment are not discussed.	Research method is clear but sample or treatment is not discussed.	Research method is clear, but sample or treatment is not clear.	Research method is clear, sample and treatment are clearly defined.
Select or create a measurement, survey, observation protocol, or interview protocol for the dependent variable/ central phenomena.	Measurement is not related to the research question and/or does not provide clear measure of dependent variable.	Measurement is related to the research question but does not provide clear measure of dependent variable.	Measurement provides data related to the dependent variable.	Measurement provides reliable data on the dependent variable.
Collect and analyze data.	Data analysis is incorrect.	Data analysis is completed but is not appropriate to research question.	Data analysis is appropriate but connection to research question is lacking.	Data analysis is appropriate and supports the research question.
Draw conclusions from data and relate to teaching practice.	Conclusions are not connected to data collected and not related to teaching practice.	Conclusions have some connection to data but are not related to teaching practice.	Conclusions follow from data but not clearly related to teaching practice.	Conclusions follow from data and are related directly to teaching practice.