TEACHER INQUIRY PROJECT (TIP) RUBRIC – Pacific University

Section	Does Not Meet (1)	Emerging (2)	Meets (3)	Exceeds (4)	Advanced (5)
Title	Title page is not in APA style and/or does not include title, name, degree, institution, & place.	Title page is almost complete but not in APA format OR is missing a couple pieces of information: title, name, degree, institution, or place.	Title page is complete but not in APA format OR is missing one piece of information: ○ title ○ name ○ degree ○ institution ○ place ○ Title describes study.	Title page is completed in APA format and includes: ○ title ○ name ○ degree ○ institution ○ place ○ Title describes study.	Title page is completed in APA format and includes: ○ title ○ name ○ degree ○ institution ○ place ○ Title is creative and describes study.
Abstract	Abstract is absent or is present but unclear and/or missing major aspects that would articulate a clear summary of the project.	The abstract is missing an aspect of summary, and/or is too short, too long, or not clearly worded.	The abstract contains all the components of a Level 5, but it may be under 150 words or over 250 words, **or** not clearly worded. Key terms for the article may be included.	The abstract is clear, between 150 and 250 words, and contains all of the required components of a Level 5.	The abstract is effective and clear, between 150 and 250 words, and contains all of the required components: ○ the purpose of the research ○ a description of the participants ○ an explanation of what the participants did in the study ○ the key data collected and/or measures used ○ a summary of the important analyses and findings ○ a brief explanation of implications ○ Key terms for the article are included.
I. Introduction					
Hook	Framing and introduction of the project are unclear or missing major components.	The framing and introduction of the project are somewhat comprehensive, but may be missing pieces to describe the problem and its significance fully.	The framing and introduction of the project are comprehensive, connecting to the local and personal context and literature to describe the importance of the problem addressed and the significance of the study to development as a teacher.	The framing and introduction of the teacher inquiry project are comprehensive and reflexive, connecting to the local and personal context and relevant literature to explain the importance of the problem addressed and the significance of the study to development as a teacher.	The framing and introduction of the teacher inquiry project are comprehensive, engaging, and reflexive, connecting to the local and personal context and relevant literature to illustrate or analyze the importance of the problem addressed and the significance of the study to development as a teacher.
Context of Study	Candidate describes the context of the study in a clinical way and/or provides superficial or summative	○ Candidate describes the context in a way that is missing self-reflection and/or a factor, such as the community, district,	○ Candidate provides descriptive and somewhat reflexive narrative on the **context** of the study, including such factors as the	○ Candidate provides descriptive and reflexive narrative on the **context** of the study, including such factors as the community, district, school, classroom, and	○ Candidate provides descriptive, creative, engaging, and reflexive narrative on the **context** of the study, including such factors as the community, district, school, classroom, and learners to situate their question.

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	reflection that does not situate the study or demonstrate critical reflection connected to their cultural background and experiences.	or school, classroom, or learners. ○ The candidate's describes connections, but is missing levels to situate the study.	community, district, school, classroom, and learners. ○ The candidate reflects on and describes the connections between some components of the context and how they influence teaching, learning, and/or the school environment to **situate the study**. ○ The candidate reflects on their **cultural background and experiences** on who they are as a teacher and learner, describing how the study contributes to their professional development and growth as a teacher.	learners to situate their question. ○ The candidate critically reflects on and describes the connection between various levels of the context and how they influence teaching, learning, and the school environment to **situate the study**. ○ The candidate critically and deeply reflects on their **cultural background and experiences** and the influence on who they are as a teacher and learner, describing clearly how the study contributes to their professional development and growth as a teacher.	○ The candidate critically reflects on and evaluates the connection between various levels of the context and how they influence teaching, learning, and the school environment **situate the study**. ○ The candidate critically and deeply reflects on their **cultural background and experiences** and the influence on who they are as a teacher and learner, describing specifically and effectively how the study contributes to their professional development and growth as a teacher.
Introduction to the Study	The description or purpose of the study is unclear, missing, not grounded in literature, and/or missing rationale.	The candidate includes adequate description of the purpose of the study, but the rationale from literature, their teacher identity, or practice is insufficient or missing a component.	The candidate includes an adequate description of the study and a clear purpose of the study based on existing literature to provide rationale for why the research questions are important to consider for their teacher identity and/or practice.	The candidate includes a brief description of the study and a clear purpose of the study based on existing literature to provide rationale for why the research questions are important to consider for their teacher identity and/or practice.	The candidate includes a brief description of the study and a clear and well-articulated purpose of the study based on existing literature to provide rationale for why the research questions are important to consider for their teacher identity and/or practice.
Critical Research Questions	Questions are worded poorly, lack focus or complexity, and/or are not answerable by proposed project.	Critical research questions may be lacking focus, answerability, balance, and/or clarity. They will likely be answerable given the proposed project.	Critical research questions are mostly strong, but may be lacking focus, balance, or clarity. They will be answerable given the proposed project.	Critical research questions are focused, balanced, clearly worded, and will lead to answers important to the candidate's growth as a teacher and the field of education.	Critical research questions are focused, balanced, concise, arguable, and will lead to answers important to the candidate's growth as a teacher and the field of education.
			II. Literature Review		
Literature Review	Contains less than 4 scholarly sources. Does not adequately convey how previous research informs project, connect to topic & participants,	May contain at least 4 scholarly sources. However, the review is insufficient in conveying how previous research informs project, connecting to topic and participants, synthesizing information and	The literature review adequately conveys how previous research informs project and their thoughts on teaching, connects to topic and participants, and provides a balanced view. The review synthesizes information and	The literature review clearly conveys how previous research informs project and their thoughts on teaching, connects to topic and participants, and provides a balanced view. The review is organized and synthesizes information and	Comprehensively conveys how previous research informs project and their thoughts on teaching, connects to topic and participants, and provides a balanced view. The review is well-organized and synthesizes information and its relationship to project. Contains at least 4 scholarly sources.

	synthesize information and relationship to project, and/or balanced view.	relationship to project, and/or providing balanced view. It may be unorganized or of lacking cohesion.	relationship to project, but it could be more cohesive. Contains at least 4 scholarly sources.	relationship to project. Contains at least 4 scholarly sources.	
Definition of Terms	Key terms are not explained clearly.	Some key terms are not explained clearly.	Includes adequate description of terms, but it may not be in the candidate's words, throughout the introduction, literature review, and paper.	Includes clear description of terms in the candidate's word throughout the introduction, literature review, and paper.	Includes effective description of terms in the candidate's words throughout the introduction, literature review, and paper.
			II. Methods		
Participants	Describes participants but lacks depth or aspects to understand the context and nature of the study.	Minimally describes the participants' characteristics and demographic background for data collection and how/why they were chosen with explanations somewhat connected to the aims of the project. The narration and description of classifications is minimal or incomplete.	Adequately describes the participants' characteristics and demographic background for data collection and how/why they were chosen with explanations connected to the aims of the project. For qualitative papers, this can be done as a descriptive narrative, whereas quantitative papers discuss demographic variables and a thorough description of classifications (e.g., IEPs, 504s, grade, gender, race, socioeconomic level, etc.).	Comprehensively describes the participants' characteristics and demographic background for in-depth data collection and how/why they were chosen with explanations clearly connected to the aims of the project. For qualitative papers, this can be done as a descriptive narrative, whereas quantitative papers discuss demographic variables and a thorough description of classifications (e.g., IEPs, 504s, grade, gender, race, socioeconomic level, etc.).	Comprehensively and clearly describes the participants' characteristics and demographic background for in-depth data collection and how/why they were chosen with explanations strongly connected to the aims of the project. For qualitative papers, this can be done as a descriptive narrative, whereas quantitative papers discuss demographic variables and a thorough description of classifications (e.g., IEPs, 504s, grade, gender, race, socioeconomic level, etc.).
Materials and Data Collection Tools/ Measures	Description of materials and/or data collection tools/ measure/ lesson plans/ assessment measures is missing or incomplete and/or without sufficient detail. Discussion of data reliability, validity, and/or triangulation is missing or minimal.	Minimally describes materials and data collection tools/ measures/lesson plans/ assessment measures and how each helps answer their research question so it would be challenging for someone to repeat or determine applicability. Minimal description of reliability and validity data or data triangulation needed to provide a complete picture.	Adequately describes materials and data collection tools/measures/lesson plans/ assessment measures and how each helps answer their research question to the extent that someone else could likely use the tools (quantitative) or have sufficient detail to reconstruct the tools within a new context or consider applicability across contexts (qualitative). For quantitative components, the candidate describes reliability and validity data for	Comprehensively describes materials and data collection tools/measures/ lesson plans/assessment measures and how each connects to and helps answer their research question to the extent that someone else could use the tools (quantitative) or have sufficient detail to reconstruct the tools within a new context or consider applicability across contexts (qualitative). For quantitative components, the candidate clearly describes reliability and validity data for the	Comprehensively, clearly, and concisely describes materials and data collection tools/measures/lesson plans/assessment measures and how each connects to and helps answer their research question to the extent that someone else could use the tools (quantitative) or have sufficient detail to reconstruct the tools within a new context or consider applicability across contexts (qualitative). For quantitative components, the candidate clearly and effectively describes reliability and validity data for the measurement tools and procedures of how developed, if the tools are newly created. For qualitative components, the candidate clearly describes

			the measurement tools and procedures of how developed, if the tools are newly created. For qualitative components, the candidate describes the use of data triangulation and the tools used to provide a complete picture.	measurement tools and procedures of how developed, if the tools are newly created. For qualitative components, the candidate describes the use of data triangulation and how the tools and/or lesson plan components used provide a complete, coherent picture.	the use of data triangulation and how the tools and/or lesson plan components used provide a complete, coherent picture.
Procedure/ Process	Describes procedure in part, but may be missing key components and/or does not provide enough information for another teacher researcher to set up a similar study (quantitative) or to understand how the study may fit into another context (qualitative). If connected to lesson plans, provides inadequate references to lesson plans [includes in appendix - lessons may be incomplete] and discussion of how the lesson plans were implemented as related to critical research question.	Minimally describes what participants did in the study and how and when data collection tools, measures, and/or assessments were used, somewhat situating within lesson plans as appropriate. Includes a partial or minimal sequence of implementation, based on Level 5 questions. Provides minimal detail for someone to set up a similar study or understand how it may fit into another context. If connected to lesson plans, provides minimal references to specific aspects included in the lesson plans [lessons in appendix are mostly complete] and discussion of how lesson plans were implemented as related to critical research question.	Adequately explains what participants did in the study and how and when data collection tools, measures, and/or assessments were used, situating within lesson plans as appropriate. Includes the sequence of implementation, addressing most of the Level 5 questions. Includes enough detail that someone else could set up a similar study (especially for quantitative aspects) and/or consider the study within another context (qualitative). If connected to lesson plans, provides references to specific aspects included in the lesson plans [includes complete lessons in appendix] and discussion of how the lesson plans were implemented as related to critical research question.	Comprehensively explains what participants did in the study and how and when data collection tools, measures, and/or assessments were used, situating within lesson plans as appropriate. Includes the sequence of implementation, addressing most of the Level 5 questions. Includes enough detail that someone else could set up a similar study (especially for quantitative aspects) and/or consider the study within another context (qualitative). If connected to lesson plans, provides clear references to specific aspects included in the lesson plans [includes solid lessons in appendix] and a discussion of how the lesson plans were implemented as related to critical research question.	Comprehensively, clearly, and concisely explains what participants did in the study and how and when data collection tools, measures, and/or assessments were used, situating within lesson plans as appropriate. Includes the sequence of implementation, and answers questions such as: ○ What tools, measures, and assessments were used when, and what did participants do with each? ○ Where did the study take place? ○ Who implemented the study? ○ What were participants told about the study? ○ How were they prepared for the study? ○ How were data collected - by whom, where, and when? Includes enough detail that someone else could set up a similar study (especially for quantitative aspects) and/or consider the study within another context(qualitative). If connected to lesson plans, provides clear references to specific aspects included in the lesson plans [includes strong lessons in appendix] and discussion of how the lesson plans were implemented as related to critical research question.
Design and data analysis	May or may not provide description of the research design and analysis or connection to lesson plans and assessment if	Provides minimal description of the project design and analysis, somewhat situating within lesson plans and assessment of learning as appropriate, with mostly	Provides adequate description of the project design and analysis, situating within lesson plans and assessment of learning as appropriate, with complete lesson plans and aligned assessments	Provides a comprehensive description of the project design and plan for analysis, situating within lesson plans and assessment of learning as appropriate, with strong lesson plans and aligned assessments	Provides a clear, comprehensive, and concise description of the project design and plan for analysis, situating within lesson plans and assessment of learning as appropriate, with engaging lesson plans and aligned assessments included in the appendix and referenced in the text.

	needed. It is missing key components of the treatments, analyses, or interpretive frameworks needed to understand how the data is analyzed. Assessments within lessons plans are inadequate because they do not match the intended learning and/or they do not include a specific scoring guide or rubric	complete lesson plans and somewhat aligned assessments included in the appendix and referenced in the text. ○ For *quantitative* components, this includes minimal description of the various treatments, the statistical analysis applied for each measure, and the rationale for both design and statistical methods used, the study's structure may be unclear, and/or readers may not be able to anticipate the way the results are described. ○ For *qualitative* components, this section minimally discusses data analysis strategy, interpretive framework, and/or lens. ○ For assessments that are part of *lesson plans*, includes a scoring guide or rubric that somewhat aligns with learning.	included in the appendix and referenced in the text. ○ For *quantitative* components, this includes an adequate description of the various treatments, the statistical analysis applied for each measure, and the rationale for both design and statistical methods used but the study's structure may not be as clear and/or readers may not be able to anticipate fully the way the results are described. ○ For *qualitative* components, this section includes a discussion of the data analysis strategy and a description of the interpretive framework and/or lens used to analyze the data. ○ For assessments that are part of *lesson plans*, includes a scoring guide or rubric that mostly aligns with learning.	included in the appendix and referenced in the text. ○ For *quantitative* components, this includes a clear description of the various treatments, the statistical analysis applied for each measure, and the rationale for both design and statistical methods used to clarify the study's structure and help the readers anticipate the way the results are described. ○ For *qualitative* components, this section includes a focused discussion of the data analysis strategy and a strong description of the interpretive framework and/or lens used to analyze the data. ○ For assessments that are part of *lesson plans*, includes a scoring guide or rubric that aligns with learning.	○ For *quantitative* components, this includes an effective and clear description of the various treatments, the statistical analysis applied for each measure, and the rationale for both design and statistical methods used to clarify the study's structure and help the readers anticipate the way the results are described. ○ For *qualitative* components, this section includes a focused discussion of the data analysis strategy and a strong description of the interpretive framework and/or lens used to analyze the data. ○ For assessments that are part of *lesson plans*, includes a scoring guide or rubric that is aligned and effectively assesses learning.
III. Results					
Results	Provides results for some, but not all research questions. Presents data, but is missing labels and titles, and/or direct quotes and references to the data. May or may not describe what results mean.	Minimally answers all research question(s) and presents data connected to each data source. For *quantitative*, presents data with appropriate labels and titles. Provides limited analysis explaining what the results mean connected to teaching. For qualitative, provides a limited narrative descriptive of the data,	Answers the research question(s) through the presentation of data, connecting to each of the data sources. For *quantitative*, presents data with appropriate labels and titles. Provides detailed analysis explaining what the results mean connected to teaching. For *qualitative*, provides a detailed narrative description	Adequately answers all research question(s) and presents data directly connected to multiple sources of data. For *quantitative*, clearly presents data (e.g., graphs, charts) with appropriate labels and titles. Provides detailed analysis vaguely connected to teaching. For *qualitative*, provides a detailed narrative description of the data, vaguely connected to teaching,	Answers the research question(s) through the presentation of data, connecting to and across each of the data sources. For *quantitative*, effectively and clearly presents data (e.g., graphs, charts) with appropriate labels and titles. Provides detailed analysis explaining what the results mean connected to teaching. For *qualitative*, provides an engaging, detailed narrative description of the data, including direct quotes and specific references to data (e.g., narrative, poetry, images, artwork, artifacts) as appropriate.

		including direct quotes and specific references to data (e.g., narrative, poetry, images, artwork, artifacts) as appropriate.	of the data, including direct quotes and specific references to data (e.g., narrative, poetry, images, artwork, artifacts) as appropriate.	including direct quotes and specific references to data (e.g., narrative, poetry, images, artwork, artifacts) as appropriate.	
IV. Findings & Discussion						
Discussion and Conclusions	Provides no details from the data/results. Provides limited or no explanations of interesting, significant, or curious findings. Major gaps exist in the discussion, and/or there is little or no connection to the literature and practice of the field.	Reviews project findings with limited details from the data/results, and describes how the findings relate to the project's central purpose and, to an extent, to previous studies and literature. Minimally explains how additional nuanced observations, opinions, and conclusions or themes add to the literature and teaching practice. Provides limited explanations of findings and little description of why the results may have emerged. For qualitative, provides a picture with minor gaps; minimally considers discrepant data; and provides limited understandings connected with context that demonstrate and promote self-growth as a teacher.	Reviews project findings with adequate details from the data/results (e.g., summarized results without numbers), and describes how the findings relate to the project's central purpose and, to an extent, to previous studies and literature. Explains how additional nuanced observations, opinions, and conclusions or themes add to the literature and teaching practice. Provides explanations of interesting, significant, or curious findings and a description of why the results may have emerged. For qualitative, provides a complete picture without major gaps; considers discrepant data; and provides understandings connected with context that demonstrate and promote self-growth as a teacher.	Reviews project findings with comprehensive details from the data/results (e.g., summarized results without numbers), and describes how the findings relate to the project's central purpose and previous studies and literature. Explains how additional nuanced observations, opinions, and conclusions or themes add to the literature and teaching practice. Provides adequate explanations of interesting, significant, or curious findings and a description of why the results may have emerged. For qualitative, provides a complete, picture with no gaps; considers discrepant data; and provides new insights and understandings vaguely connected with context that demonstrate and promote self-growth as a teacher and are useful to the audience.	Reviews project findings with comprehensive and interesting details from the data/results (e.g., summarized results without numbers), and closely describes how the findings relate to the project's central purpose and previous studies and literature. Applies additional nuanced observations, opinions, and conclusions or themes that add to the literature and teaching practice. Provides sophisticated explanations of interesting, significant, or curious findings and a description of why the results may have emerged. For qualitative, provides a complete, coherent picture with no gaps; strongly considers discrepant data; and provides new insights and understandings directly connected with context that demonstrate and promote self-growth as a teacher and are useful to the audience.
Limitations	Does not list or adequately discuss limitations of the study.	Lists limitations of study, but provides limited or no discussion and analysis of tools and the data collection process.	Lists limitations of study and provides brief or minimal discussion of the utility and limitations of assessment and data collection tools used. Reflects on the design of assessments and the collection of triangulated data. For quantitative, minimally discusses the reliability and validity of the	Lists limitations of study and provides discussion of the utility and limitations of assessment and data collection tools used. Critically reflects on the design of assessments and the collection of triangulated data. For quantitative, adequately discusses the reliability and validity of the data collection tools and analysis.	Lists limitations of study and provides detailed discussion, including careful description and analysis of the utility and limitations of the various assessment and data collection tools used. Critically and insightfully reflects on the design of assessments and the collection of triangulated data. For quantitative, effectively discusses the reliability and validity of the data collection tools and analysis.

			data collection tools and analysis.		
Implications – Teaching and/or research	Does not describe implications for future teaching and/or research. Analytic memo not included.	Description of implications for current and/or future teaching practice and future research is missing or limited. The analytic memo may or may not be present but does not demonstrate self-reflexivity and/or strategies for professional development.	Provides general description of implications for current and/or future teaching practice. Includes analytic memo that minimally demonstrates self-reflexivity and acknowledges strengths and identifies general areas for growth. Includes strategies for professional development. Discusses importance for future research, and identifies the importance of future study with at least one idea or question to consider in future.	Provides detailed description of implications for current and/or future teaching practice. Includes analytic memo that demonstrates self-reflexivity and acknowledges strengths and identifies specific areas for growth. Includes specific strategies for professional development. Discusses importance for future research, and identifies the importance of future study with at least two ideas or questions to consider for further study.	Provides a detailed and analytic description of implications for current and/or future teaching practice. High-quality analytic memo that demonstrates deep self-reflexivity and acknowledges strengths and identifies specific areas for growth. Includes multiple and specific strategies for professional development as a teacher. Discusses importance for future study, and identifies at multiple ideas or questions to consider for further study.
Appendices	Missing or incorrectly identified.	Almost all appendices are included after the Reference section and are sometimes referenced in the paper, but not in APA.	All appendices are included after the Reference section and are referenced in the paper, but not in APA.	All appendices are included after the Reference section in mostly perfect APA format and are referenced in the paper.	All appendices are included after the Reference section in perfect APA format and are referenced in the paper.
Paper (overall)	Compositional errors interrupt readability; the writing needs extensive editing. Not written in APA; missing or extra references.	Product needs polishing. There are some compositional errors, and some interrupt readability. In-text citations and reference section are sometimes included and in APA format with errors. Needs significant editing.	Product is mostly polished. Quality writing. There are some compositional errors, and most do not interrupt readability. In-text citations and reference section are included and in APA format with some errors. Needs round of editing.	Product is polished. Professional quality writing. Compositional errors are few and minor and rarely interrupt readability. In-text citations and reference section are included and in APA format with few errors.	Product is creative and polished. Professional quality writing. Compositional errors are few and minor and don't interrupt readability. In-text citations and reference section are included and in APA format with few errors.