Action Research Report Presentation

**Detailed Scoring Guide**

**Spanish Language Institute, Southern Oregon University**

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|  | **Exemplary** | **Satisfactory**  | **Needs Improvement** |
| **Presentation Content: Organization** | Presentation is exceptionally well organized and easy to follow. Student shows a full understanding of the topic, staying on topic during the entire presentation. Student gives appropriate emphasis to each research project component.**8** | Presentation is well organized and easy to follow. Student shows a solid understanding of the topic, and stays on topic. Student gives appropriate emphasis to each research project component.**6.5** | Presentation is not well organized and at times difficult to follow. Student’s understanding of the topic is limited, and s/he frequently strays from the main topic. Student does not give appropriate emphasis to each research project component (spending too much time on minor details or too little time on key components).**4** |
| **Presentation Content:****Introduction and Literature Review** | Clearly explains the reasoning that led to the selection of the question(s) and why the investigation is important. Reviews most relevant and current studies on the topic, clearly connecting the professional literature to the research question(s). Research questions are listed succinctly.**8** | Explains the reasoning that led to the selection of the question(s) and why the investigation is important. Reviews relevant studies on the topic, adequately connecting the professional literature to the research question(s). Research questions are listed succinctly.**6.5** | Does not adequately explain the reasoning that led to the selection of the question(s) or why the investigation is important. Neglects to include relevant studies on the topic. Professional literature is not adequately connected to the research question(s). Research questions are not listed succinctly.**4** |
| **Presentation Content:****Methodology** | Sufficient information is presented in a clear and concise manner to explain the step-by-step procedures and how the study was implemented and measured. Thoroughly explains the setting and characteristics of the school/students.**8** | Sufficient information is presented to explain the step-by-step procedures and how the study was implemented and measured. Explains the setting and characteristics of the school/students.**6.5** | Not enough information is presented to explain the step-by-step procedures or how the study was implemented and measured. Neglects to explain the setting and characteristics of the school/students.**4** |
| **Presentation Content:****Data Analysis** | Describes clearly what was done during the data collection and analysis. Evidence that data was interpreted objectively from multiple perspectives exists.**8** | Describes what was done during the data collection and analysis. Evidence that data was interpreted objectively from several perspectives exists.**6.5** | Does not describe what was done during the data collection and analysis. Missing evidence that data was interpreted objectively from several perspectives exists.**4** |
| **Presentation Content:****Findings** | Findings - Includes assessment data and a clear reflection of how effectiveness was assessed. Communicates results clearly and includes figures, graphs/charts that support the findings.**8** | Findings - Includes assessment data and a reflection of how effectiveness was assessed. Communicates results and includes figures, graphs/charts that support the findings.**6.5** | Findings – Lacks sufficient assessment data and does not include reflection of how effectiveness was assessed. Lacks figures, graphs/charts that support the findings.**4** |
| **Presentation Content:****Discussion, Analysis, and Limitations**  | Analyzes the implications drawn from the study and makes significant connections to the literature review. Suggests specific practices or strategies for educators to implement, which are clearly related to the results. Explains how the study helped provide insight into his/her teaching. Reflects on AR process and thoughtfully concludes with limitations and further actions to be taken. **10** | Describes the implications drawn from the study and makes connections to the literature review. Suggests instructional practices or strategies for educators to implement. Mentions how the study helped provide insight into his/her teaching. Reflects on the AR process and concludes with limitations and further actions to be taken. **8** | Unable to adequately articulate implications of the study or relate them to lit review. Does not suggest specific instructional practices or strategies for fellow educators to implement. Does not explain how the study helped provide insight into his/her teaching. No reflection on the AR process, limitations, or what further actions should be taken. **5** |
| **Presentation delivery** | Student is exceptionally well-prepared and rehearsed. Speaks clearly and distinctly during the entire presentation. English (or Spanish) is polished, coherent, and well-articulated.Uses precise, academic vocabulary, defining those words that are new to most of the audience. Uses voice effectively through proper enunciation, volume, pitch, and proper grammar. Expresses ideas clearly and concisely. Utilizes appropriate eye contact, posture, and other nonverbal gestures.**15** | Student is well-prepared. Speaks clearly and distinctly. English (or Spanish) is coherent and well-articulated.Uses appropriate vocabulary for the audience. Enunciation clear. Expresses ideas well. Utilizes appropriate eye contact, posture, and other nonverbal gestures.**12** | Student is not adequately prepared and is disorganized. Speech is not clear or easy to understand. Mispronunciations reflect lack of rehearsal. Level of vocabulary is too basic for the audience.Voice is not used effectively. Ideas are not conveyed clearly and concisely. Does not use appropriate eye contact, posture, and other nonverbal gestures.**7.5** |
| **Presentation Professionalism and Time** | Presentation is 20-25 minutes long, and presenter makes effective use of the time allotment. Very professional look, with business attire. Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. **10** | Presentation is 20-25 minutes long and all necessary topics are adequately covered.Professional look. Facial expressions and body language are appropriate and generate interest about the topic in others. **8** | Presentation is over/under the 20-25 minute time allotment. Or, although presenter stays within time allotment, she/he neglects to make effective use of the time and does not cover essential aspects of his/her study. General attire not appropriate for audience (jeans, t-shirt, shorts). Facial expressions and body language distract/alienate audience.**5** |
| **Question & answer session**  | Comfortable and confident while answering all questions. Able to answer accurately, clearly, and completely all questions posed by audience members. Provides additional information to clarify context or techniques, if asked. **20** | Able to answer accurately, clearly, and completely most questions posed by audience members. Provides additional information to clarify context or techniques, if asked. Maintains composure.**16** | Not comfortable or confident while answering questions. Unable to properly answer most questions posed by audience members. Student may lose composure when answering questions, becoming defensive, flustered, or confused.**10** |
| **Media/visuals**  | **Satisfactory** | **Unsatisfactory** |
| Uses PowerPoint presentation and/or other visual aids to contribute to the audience’s understanding of the research, showing considerable work/creativity. Between 12 – 30 slides are shown, with color, font size, and density appropriate for clear visibility from the back of the room. Uses correct spelling and punctuation in slides. Transitions between slides are professional. Audio, if used, is at a volume that can be heard at the back of the room. **5** | PowerPoint presentation and/or other visual aids do not contribute to the audience’s understanding of the research; rather they distract from the project’s content.More than thirty slides or fewer than 12 slides are shown. Color, font size, and density inappropriate for clear visibility from the back of the room. Spelling and punctuation errors are numerous in slides. Transitions between slides are distracting. Audio may be at an inadequate volume to be heard throughout the room.**2.5** |

**Student’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Points scored: \_\_\_\_\_\_\_\_\_\_\_\_\_/100 To pass the presentation, an 80 or higher must be earned.**