Action research checklist before submission

The 14 criteria of the Quality Control Checklist for Completed Action Research (DepEd Memorandum No. 028, s. 2022, Annex 2), in DepEd's words, with the evidence a report shows for each. Tick the evidence your report has: none ticked is Not Evident (NE), some is Partially Evident (PE), all is Fully Evident (FE). "The completed action research must receive all FE marks to be eligible for acceptance."

Criterion (DM 028, s. 2022, Annex 2)	Evidence in the report	Mark
A. Credible: research that is rigorous, transparent, and consistent		
1. Uses personal reflection to make a compelling case for investigation and intervention. Sections: Check entire paper but especially the Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	☐ The Context and Rationale starts from your own learners' data (baseline scores, records, observations), with dates. ☐ It says what you noticed in your own teaching and why that practice needed to change. ☐ Studies or other teachers' experience support the case, each one cited.	NE ☐ PE ☐ FE ☐
2. Utilizes a research design that is correct and appropriate for investigating the chosen area of focus, problem, or issue. Sections: Action Research Methods	☐ The design is named: one group tested before and after, two sections compared, a staggered start, repeated weekly measures. ☐ The report says why that design fits the question and what the school allowed (one section, no random assignment, a short quarter). ☐ It names what the design cannot rule out (ordinary growth, regression to the mean, other programs running) and how you dealt with each.	NE ☐ PE ☐ FE ☐
3. Describes the chosen research design and resulting research processes in a manner that is understandable to other teachers planning similar interventions and researchers conducting similar work. Sections: Action Research Methods	☐ Who took part: how many, which grade and section, how they were chosen, and how many left before the end. ☐ What was done, how often and for how long: sessions, minutes, weeks and dates. ☐ Each instrument: what it measures, its items, how it was scored, and its validity and reliability evidence. ☐ What changed from the approved proposal and what went wrong, with the reasons.	NE ☐ PE ☐ FE ☐
4. Shows that the researcher/s have followed the Reflect-Plan-Act-Observe approach in their research. Sections: Whole paper	☐ Reflect: the problem came from data on your own practice, before anything was planned. ☐ Plan and act: the intervention was planned, then carried out as described. ☐ Observe: data collected during and after the intervention lead to a next cycle.	NE ☐ PE ☐ FE ☐
5. Uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the problem/issue and research design to analyze data. Sections: Action Research Methods	☐ Each research question has its analysis named. ☐ The test fits the data: paired for the same learners, independent for two groups, rank or count tests for reading levels, with the learner as the unit. ☐ Every "significant" has its test, statistic, degrees of freedom and p-value, and an effect size. ☐ No interviews or open answers were collected, or they were coded by a stated method.	NE ☐ PE ☐ FE ☐
6. Reflects on its own findings in a manner that is accurate and consistent with the results of the researcher/s' data analysis and engages with the researcher/s' understanding of the area of focus. Sections: Discussion of Results and Reflection	☐ Every number in the abstract and the discussion appears in a table, and the tables agree with each other. ☐ The conclusion claims no more than the design shows. ☐ The reflection says what you learned as a teacher and as a researcher, not the results again.	NE ☐ PE ☐ FE ☐
B. Contributory: research that is relevant, original, and generalizable		
7. Addresses "real" and "existing" issues and challenges identified by its stakeholders. Sections: Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	☐ The problem shows in this school year's data from the learners or school studied. ☐ It says who identified the problem: you, colleagues, learners or parents. ☐ No learner lost lessons, grades or help because of the study.	NE ☐ PE ☐ FE ☐
8. Reports new results, knowledge, and/or conclusions that are falsifiable. Sections: Discussion of Results and Reflections but also watch for findings cited in the Abstract, and Context and Rationale	☐ Each conclusion says what changed, by how much and for whom, so a later measure could show it wrong. ☐ Results that did not go as hoped are reported as they came out.	NE ☐ PE ☐ FE ☐
9. Reports results that contribute to the professional development of its proponents/researchers or their peers; decision-makers; or the welfare of stakeholders. Sections: Discussion of Results and Reflections but also watch for findings cited in the Abstract, Context and Rationale, and Conclusion	☐ The report says who can use the result and how: teachers of the same grade, the school head, the LAC. ☐ It says what to keep, change or drop the next time the intervention runs.	NE ☐ PE ☐ FE ☐
C. Communicable: research that is consumable and accessible		
10. Documents the research process and results in accordance with the prescribed rules. Sections: Whole paper	☐ The report has the eleven parts of Annex 6.B in order, from the Title Page to the Financial Report. ☐ No learner's name, photo or other detail that points to one learner appears; learners are coded. ☐ No Indigenous Peoples community took part, or the report shows the community's consent and how its rights were respected. ☐ No AI tool was used, or each one is declared and no learner data went into it.	NE ☐ PE ☐ FE ☐
11. Utilizes language that is appropriate and understandable to the group being studied. Sections: Whole paper	☐ Plain sentences in the past tense, with every acronym spelled out at first use. ☐ Instruments, assent scripts and consent letters are in the language learners and parents use, and the versions used are attached.	NE ☐ PE ☐ FE ☐
D. Conforming: research that is aligned with regulations, is ethical, and sustainable		
12. Cites and acknowledges sources per the guidelines of ONLY one style guide, whether required by another authority or chosen by the researcher, throughout the research paper. Sections: Whole paper	☐ Every in-text citation has its reference entry, and every entry is cited. ☐ One style throughout, such as APA 7, in the text and in the list. ☐ Every reference was opened and exists as cited: authors, year, title, DOI.	NE ☐ PE ☐ FE ☐
13. Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children). Sections: Action Research Methods; Consent forms in supporting documents	☐ Parents or guardians gave consent before the study began, and the Methods say how. ☐ Learners gave their own assent, in words they understand. ☐ Only learners with consent and assent are analyzed or quoted; adults surveyed gave their own consent.	NE ☐ PE ☐ FE ☐
14. Includes a clear and feasible action plan (only for BERF-funded research), and points to opportunities for future interventions and studies. Sections: Action Plan	☐ An Action Plan with objectives, activities, persons involved and a time frame, not only a dissemination plan. ☐ It names the next intervention or cycle and a further study. ☐ It says how the results will be shared and used: LAC sessions, the SIP, the school's report.	NE ☐ PE ☐ FE ☐

Decision: ☐ All 14 Fully Evident ☐ Return for revision: criteria _____ Remarks give the section and page.

The checks the form does not list

No criterion asks an evaluator to recompute a number. Run these before the report leaves the school; a numbers checker is on the web page, nash.com.ph/blog/action-research-checklist.

The report's eleven parts (DO 16, s. 2017, Annex 6.B)

☐ I. Title Page
☐ II. Abstract
☐ III. Acknowledgment
☐ IV. Context and Rationale
☐ V. Innovation, Intervention, and Strategy
☐ VI. Action Research Questions
☐ VII. Action Research Methods
☐ VIII. Discussion of Results and Reflection
☐ IX. Action Plan
☐ X. References
☐ XI. Financial Report
☐ Abstract of 200 to 250 words with the results in numbers
☐ Past tense throughout; nothing left from the proposal's future tense
☐ Executive data set in Excel, learners coded

The design

☐ Learners chosen for low scores: selected with one test, pretested with another, or compared with others chosen the same way
☐ Pretest in the week the intervention began, on content already taught
☐ Post-test not made of the intervention's own items; grades with the intervention's points kept out
☐ Outcome scored with a key, a sample rescored by a second teacher
☐ A survey of how people liked the program reported as reaction, not learning
☐ Several components started together: the result claimed for the package
☐ The conclusion claims no more than the design shows

The statistics

☐ Every "significant" has its test, statistic, df and p
☐ Learners are the unit of analysis, not competencies, items or weeks
☐ Paired test for the same learners; independent for two groups; groups compared directly
☐ Reading levels tested as ordered categories (Wilcoxon, sign test, Bowker)
☐ Two-tailed rows of Excel's output unless the direction was stated beforehand
☐ No critical value printed as p; no p = .000; E notation read in full
☐ An effect size, named (d_z, d_{av}, d_s, g_s or r)
☐ Reliability of every test or scale made for the study (KR-20, alpha)

The numbers

☐ The same n in every table, or the missing learners explained
☐ Each mean possible from its frequency table
☐ Means of ratings possible for the number of raters; inside the scale
☐ Percents possible for their n; columns add up to 100
☐ t, df and d computable from the means, SDs and n beside them
☐ Totals and the Financial Report add up

Ethics, privacy, references and AI

☐ Parents' consent and learners' assent dated before the first session
☐ Learners without consent left out of the data and quotations
☐ No learner named or pictured; data set coded
☐ Every citation in the list and every entry cited, in one style
☐ Every reference opened and found as cited
☐ AI tools declared (DO 003, s. 2026, Annex A); no chatbot text left in

From "Action Research Checklist: DepEd's 14 Quality Criteria", NASH Reviewer, https://nash.com.ph/blog/action-research-checklist. The evidence lists and the checks on this page are NASH Reviewer's reading, not DepEd's text; the Secretariat records its decision on the checklist in Annex 2 of DM 028, s. 2022. NASH Reviewer is not affiliated with DepEd. © 2026 Mark Anthony Llego, NASH Reviewer.