

EVALUATING STUDENTS' RESEARCH PROJECTS

Task / Product	Beginner	Intermediate	Advanced
Brainstorming - KWHL Chart or Brainstorming Web	<ul style="list-style-type: none"> • Describes only a few things they knew about the topic • Asks a few recall questions • Needs adult help 	<ul style="list-style-type: none"> • Describes a few things they knew about the topic before they started • Asks mostly recall questions • Needs some adult help 	<ul style="list-style-type: none"> • Describes several things they knew about the topic before they started • Asks a variety of questions • Questions are personally meaningful
Questioning / Defining Task Cluster Diagram	<ul style="list-style-type: none"> • Essential Question is not a higher order question – or, identifies a topic or issue but cannot formulate a question • Sub-questions are only recall questions • Sub-questions unrelated to the essential question • Needs adult help 	<ul style="list-style-type: none"> • Essential Question is a higher order question • Most sub-questions related to the essential question • Needs some adult help 	<ul style="list-style-type: none"> • Essential question needs a decision or solution • Focus on issues or problems • Variety of sub-question types • Sub-questions will clearly help answer the essential question • Categories make sense • Selects questions that are important for others to know about
Questioning / Defining Task Introductory Paragraph	<ul style="list-style-type: none"> • Paragraph has topic sentence, but topic is not clearly defined • Student does not clearly state what he wants to know • Needs adult help 	<ul style="list-style-type: none"> • Paragraph has topic sentence that includes essential question • Student states subtopics that are mostly relevant • Needs some adult help 	<ul style="list-style-type: none"> • Draws the reader into the topic - strong lead • Describes what you want to know - researchable question
Planning - Linear Diagram or Outline	<ul style="list-style-type: none"> • Lists most tasks • Tasks are not all in sequential order • Some work is not assigned to partners • Needs adult help 	<ul style="list-style-type: none"> • Lists tasks in sequential order • Some tasks are missing • Work is divided among partners • Needs some adult help 	<ul style="list-style-type: none"> • Steps are in a logical order • All parts of the research process are included • Work is divided among partners • Considers different options
Gathering Information Resource List	<ul style="list-style-type: none"> • Minimal number of resources are collected • Some sources are not relevant • Student is not clear why some sources were selected • Some citations are missing • Needs adult help in finding and selecting resources 	<ul style="list-style-type: none"> • Selects an adequate number of appropriate resources • Can give reasons for selection • Most citations are complete • A few resources are not relevant • Needs some adult help in refining resources 	<ul style="list-style-type: none"> • Selects high quality resources • Properly cites all sources • Chooses an appropriate variety of sources • Can give reasons for selection

<p>Gathering Information Notefacts</p>	<ul style="list-style-type: none"> • Collects minimal information pertinent to questions • Information is not clear; may not be relevant to questions • Most notefacts have sources cited • Most questions are addressed • Some inaccuracies • Needs adult help 	<ul style="list-style-type: none"> • Collects an adequate amount of basic information pertinent to questions • Clearly restates most information • Nearly all notefacts have sources cited • All questions are addressed in a basic way • Some adult help is needed 	<ul style="list-style-type: none"> • Collects important information pertinent to questions • Clearly explains all information • All notefacts have source cited • All facets of the question(s) are addressed
<p>Sorting, Sifting, Analyzing, Synthesizing Grouped Notefacts</p>	<ul style="list-style-type: none"> • Many notefacts are not grouped by appropriate sub-questions • Student cannot explain grouping and how it is used to answer sub-questions • Needs adult help 	<ul style="list-style-type: none"> • Nearly all notefacts are grouped by appropriate sub-questions • Students can explain their logic in grouping • Students can use a graphic organizer to begin to organize information into paragraphs • Needs some adult help 	<ul style="list-style-type: none"> • Notefacts are grouped according to the questions they help answer • Structure is clear • Graphic Organizer – 1) Considers the merits of several options 2) Makes appropriate choice to help summarize the research findings • Analysis is logical and relevant
<p>Representing & Reporting</p>	<ul style="list-style-type: none"> • Only marginal evidence is offered to support an answer and has difficulty explaining how the evidence supports the answer • Has difficulty sorting out most relevant information to answer questions • Restates the answers to questions gained from research in a straightforward repetitive style from notes • Writing: uses words from notes; has difficulty restating in own language • Mechanics: spelling, punctuation and/or grammar errors • Graphics: may or may not relate to answer(s), lack technical finish and/or graphic appeal, graphics may lack citations if taken from other sources • Needs adult help 	<ul style="list-style-type: none"> • Cites supportive evidence for each answer and explains how the evidence supports the answer • Restates the information from sources in a clear style that shows understanding • Attempts to make new meaning from these ideas • Writing: Able to transform notes into good writing style, gives many good details to support answer, fullness of answer is somewhat lacking • Mechanics: few errors in spelling, punctuation and grammar • Graphics: relate to answer(s), are technically correct and show some graphic appeal, nearly all are properly cited if taken from other sources, are complete and add to overall text • Needs some adult help 	<ul style="list-style-type: none"> • Cites a significant amount of supportive evidence for each answer and elaborates on how the evidence supports the answer • Restates the decisions and solutions of others • Synthesizes the decisions and solutions of others • Creates an original solution • Writing—good choice of words, lots of detail, well organized, uses own words, sticks to topic, makes you feel like you know the full answer to the question(s) • Mechanics—correct spelling, punctuation, and grammar • Graphics—relate to answer, carefully created, sufficient detail and accurate, cited if from elsewhere

<p>Evaluating/Reflecting Self</p> <p>Peer</p>	<ul style="list-style-type: none"> • Does not use Linear Diagram or Outline to make sure work is done • Does not check with partner to make sure they are on target • Partners have difficulty with work completion • Has not used rubric to guide work in each section 	<ul style="list-style-type: none"> • Follows Linear Diagram or Outline most of the time to make sure work gets done • Talks with partner about keeping on task. Both understand who needs to do what • Used rubric to guide work in each section as much as possible 	<ul style="list-style-type: none"> • Continually looks to see if information for each stage is adequate or if more is needed • Seeks input from classmates for each stage of the research process
<p>Other</p>	<ul style="list-style-type: none"> • Works with others, but has difficulty sharing decisions and responsibilities 	<ul style="list-style-type: none"> • Works well with others, takes part in decisions and contributes fair share 	<ul style="list-style-type: none"> • Works well with others, assumes a clear role and takes responsibilities, motivates partners, helps partners edit