**Achievement Goals Rubric**

Research Techniques (Citations and References)

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: Plants of Connecticut

**Achievement Goal:**

**Student will exhibit proper use of citations and references in researching a topic.**

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| **Goal / Criteria** | **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| **Citations** | Student provides citations wherever required. Student uses proper APA format. | Student provides citations wherever required. Student may not properly use APA format. | Student provides citations in most places required. Student does not properly use APA format. | Student provides no citations, or citations are largely missing. Student does not properly use APA format. |
| **References** | Student provides references for all citations. Student uses proper APA format, including indentation and alphabetizing. | Student provides references for all citations. Student uses proper APA format in most cases. | Student provides references for all citations. Student does not use proper APA format. | Student does not provide references for all citations. Student does not use proper APA format. |
| **Writing** | Student does not rely on direct quotes. Even where citations occur, student writes in his/her own words. Student writes well enough that use of citations is limited to supporting the writing with evidence. | Student does not rely on direct quotes. Student writes in his/her own words. | Student relies too much on direct quotes. Student is not always writing in his/her own words. | Student relies too much on direct quotes. Student does not write in his/her own words. |

**Achievement Goals Rubric**

Research Techniques (Sources and Information)

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: Plants of Connecticut

**Achievement Goal:**

**Student will identify an essential question, and effectively conduct research to answer the question.**

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| **Goal / Criteria** | **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| **Defining the Topic** | Student provides a clear and focused essential question that requires critical thinking. Related concepts focus the topic effectively. | Student provides a clear and focused essential question. Student uses some related concepts that help focus the topic. | Essential question is basic or vague. Student knows the general subject matter to be researched. | Student requires teacher to provide research question. Student does not know the subject matter to be researched. |
| **Collecting Information** | Student utilizes a variety of resources, and only information that answers the essential question is used. Student shows evidence of revisions to research. | Student effectively determines appropriate sources. Student utilizes multiple sources. Most information relates directly to the essential question. | Student utilizes the minimum number of sources. Information frequently does relate directly to the essential question. | Student does not use the required number of sources. Information collected is unfocused. |
| **Evaluating Sources** | Student compares information from at least two different sources for accuracy, validity, and inherent bias. | Student takes into account the accuracy, validity, and inherent bias of sources. | Student recognizes differences in the sources used for information. | Student makes no mention of sources used for information. |
| **Reflecting on Research** | Student exhibits excellent time management skills. Student develops a clear method to organize information. Student revises research plan when needed. | Student works within the required time frame. Student develops a system to organize information. | Student works within the required time frame. Student does not show evidence of any system of organization. | Student struggles to meet deadlines. Student is disorganized in terms of gathering information. |

**Achievement Goals Rubric**

Research Techniques (Written Product)

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: Plants of Connecticut

**Achievement Goal:**

**Student will write a reflective, insightful, and well-organized paper that scientifically answers an essential question.**

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| **Goal / Criteria** | **Advanced** | **Proficient** | **Nearing Proficiency** | **Novice** |
| **Assessing Information** | Student assesses information in a meaningful way. Student creates a product that clearly answers the essential question with accuracy, detail, and understanding. | Student creates a product that answers the essential question in a way that reflects learning. Student writes with some detail and understanding. | Student summarizes information in an attempt to answer the essential question. Details are minimal, and student exhibits only rudimentary understanding. | Student summarizes information, but may not answer the essential question. Details are absent, and student exhibits little to no understanding. |
| **Organization** | Student employs a sequence and transition of ideas that is highly effective. Student fully and insightfully supports the answer to the essential question. | Student employs an appropriate sequence and transition of ideas. Student supports the answer to the essential question. | Student employs a logical sequence and transition of ideas. Support for the essential question is not easily found in the student’s writing. | Student does not organize ideas effectively. Sentence and paragraph structure hinders readability. |
| **Writing in Science** | Student always uses terms appropriate to the practice of science. Student supports or rejects all claims based only on evidence. | Student uses terms appropriate to the practice of science. Student supports or rejects most claims based only on evidence. | Student uses some terms that are inappropriate to the practice of science. Student does not use evidence when supporting or rejecting claims. | Student relies on terms that are inappropriate to the practice of science. Student does not use evidence when supporting or rejecting claims. |