

Name: _____

Period: _____

Ancient Egypt Research Project Rubrics

Research, Thesis Statement, Evidence & Reasoning

Criterion B: Investigating -- Quality of research, Quality of student reflection

Achievement Level	IB Level Descriptor	This means the student...
0	The student does not reach a standard described by any of the descriptors below.	*Does not complete and/or turn in research *Does not complete a reflection at end of project
1-2	iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way	*Records research that is vague and incomplete with selected topics *Reflection is limited in response and/or <u>does not provide clear feedback</u> about project through Emergenetics thinking preference(s)
3-4	iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results	*Records research that has some information about topics, <u>may be vague or seem basic or incomplete</u> *Reflection is somewhat clear , <u>may have some limited responses</u> through Emergenetics thinking preference(s), could provide more thinking/insight
5-6 *Grade level*	iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates the research process and results	*Records clear, relevant research about all 3 selected topics iv. Provides a clear reflection about research process & project through Emergenetics thinking preference(s)
7-8 *Exceeding*	iii. uses methods to collect and record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results	iii. Records detailed, varied research about all 3 selected topics iv. Provides a detailed reflection about research project using <u>at least 2 Emergenetics thinking preferences</u> for reflection

Comments:

Criterion C: Communicating -- Organization of your ideas & evidence, Quality of source citations

Achievement Level	IB Level Descriptor	This means the student...
0	The student does not reach a standard described by any of the descriptors below.	<p>*Does not have clear organization of written outline: could include no thesis, no topic sentences/claims, evidence and/or reasoning left blank throughout</p> <p>*Does not use complete sentences for outline</p> <p>*Does not have any source citations</p>
1-2	<p>ii. organizes information and ideas in a limited way</p> <p>iii. Lists sources of information inconsistently</p>	<p>*Topic sentences are unclear or do not introduce the claim/topic</p> <p>*Organizes evidence and/or reasoning in essay that is limited or unclear as to how it connects to the prompt</p> <p>*Conclusion paragraph is not clear, does not re-state thesis, summarize each point and/or wrap up thinking</p> <p>*Makes several mistakes (4+) with organizing and completing Works Cited page, does not have 4 required source citations (3 website, 1 book)</p>
3-4	<p>ii. somewhat organizes information and ideas</p> <p>iii. creates an adequate reference list and sometimes cites sources</p>	<p>*Topic sentences introduce the topic but could be improved through more clear, direct language</p> <p>*Organizes evidence and/or reasoning in essay outline in a somewhat clear way to support thesis statement</p> <p>*Conclusion paragraph is somewhat clear, does re-state thesis, but struggles to summarize each point in a separate sentence and/or does not leave the reader with a lasting thought</p> <p>*Has 4 required source citations, but makes some mistakes (3) with organizing and completing Works Cited page</p>
5-6 *Grade level*	<p>ii. mostly structures information and ideas according to the task instructions</p> <p>iii. creates an adequate reference list and usually cites sources</p>	<p>*Topic sentences are clear and introduce the claim/topic, but do not include transitional phrases</p> <p>*Organizes most evidence and/or reasoning in essay outline to support thesis statement</p> <p>*Conclusion paragraph clearly re-states thesis, summarizes each point from outline, and has a wrap-up sentence</p> <p>*Makes few mistakes (1-2) with organizing and completing Works Cited page</p>
7-8 *Exceeding*	<p>ii. structures information and ideas completely according to the task instructions</p> <p>iii. creates a complete reference list and always cites sources</p>	<p>*Topic sentences clear introduce claim/topic <u>with a transitional phrase</u></p> <p>*Completely organizes evidence & reasoning in essay outline to consistently support thesis statement</p> <p>*Conclusion paragraph clearly re-states thesis, summarizes each point from outline, and has a long-lasting thought for the reader to conclude writing</p> <p>*Follows all instructions with organizing and completing Works Cited page</p>

Comments:

Criterion D: Critical Thinking – Quality of thesis, Quality of connections from past to present

Achievement Level	IB Level Descriptor	This means the student...
0	The student does not reach a standard described by any of the descriptors below.	*Does not have a thesis statement *Does not use relevant information to make connections between past and present through evidence and/or reasoning sentences
1-2	ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data iv. identifies different perspectives	*Writes an unclear, poorly structured thesis * Identifies limited research to support thesis throughout written outline (evidence) *Includes very limited and unclear connections between Ancient Egypt and present-day society, may be missing (reasoning)
3-4	ii. summarizes information to make some adequate arguments iii. analyzes sources/data in terms of origin and purpose, recognizing some values and limitations iv. recognizes different perspectives and suggests some of their implications	*Writes a somewhat clear thesis statement – some errors with structure or answering prompt * Analyzes some research to support thesis throughout written outline (evidence) *Has some connections between Ancient Egypt and present-day society, may be vague and undetailed (reasoning)
5-6 *Grade level*	ii. summarizes information in order to make usually valid arguments iii. analyzes sources/data in terms of origin and purpose, usually recognizing values and limitations iv. clearly recognizes different perspectives and describes most of their implications	*Writes a clear thesis statement to answer prompt * Research clearly supports thesis throughout written outline (evidence) * Analyzes research to make clear connections between Ancient Egypt and present-day society (reasoning)
7-8 *Exceeding*	ii. summarizes information to make consistent, well supported arguments iii. effectively analyzes a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations iv. clearly recognizes different perspectives and consistently explains their implications	*Writes an advanced thesis statement to answer prompt *Includes detailed research to support thesis throughout written outline (evidence) * Analyzes detailed, strong connections between Ancient Egypt and present-day society (reasoning)

Comments:

Work Habits: _____

Research on time? _____

Citations on time? _____

Outline on time? _____

Reflection done? _____

Research complete? _____

Citations complete? _____

Outline complete? _____

Spelling & grammar? _____