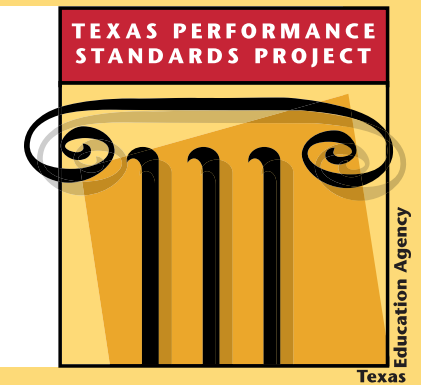


High School/Exit Level TPSP Assessment Rubric Overview



The High School/Exit Level TPSP Assessment Rubric is divided into two sections: 1) *Developing and Implementing a Research Plan: The Research Process* and 2) *Presentation of Learning: Product and Communication*. Students, teachers, and mentors should use the High School/Exit Level TPSP Assessment Rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

The TPSP was originally developed as a pilot targeting grades, 4, 8, and exit level. Most materials have been revised to address Primary, Intermediate, Middle School, and High School/Exit grade levels, however, users may find occasional references to the pilot grades.

| CATEGORY | Expert* | Practitioner | Novice |
|---|---|--|--|
| I. DEVELOPING AND IMPLEMENTING A RESEARCH PLAN: THE RESEARCH PROCESS | | | |
| A. Development of Questions | Develops, refines, and clarifies sophisticated, open-ended questions about a topic/issue that has potential to impact student, social groups, and field of study <input type="checkbox"/> | Develops, refines, and clarifies complex, open-ended questions about a topic/issue that has limited potential to impact others but may significantly impact student <input type="checkbox"/> | Develops basic questions and or/ selects a topic/issue that lacks potential to have discernable impact on self and others <input type="checkbox"/> |
| B. Research Methodology | Uses advanced, innovative, and defensible methodologies of field of study without limiting project <input type="checkbox"/> | Uses standard methodologies and standard processes of discipline in sound, systematic manner <input type="checkbox"/> | Fails to use basic methodologies in sound manner and/or misuses processes of discipline <input type="checkbox"/> |
| C. Sources of Information | Creatively and ethically accesses full range of relevant, rich resources in various formats <input type="checkbox"/> | Effectively and ethically accesses full range of relevant resources in various formats <input type="checkbox"/> | Fails to access appropriate resources in a variety of formats, including the most basic resources, and/or fails to ethically access resources <input type="checkbox"/> |
| D. Collection of Data | Ethically and purposely uses tools, techniques, and processes of discipline to gather, record, organize, and document data <input type="checkbox"/> | Ethically uses tools, techniques, and processes of discipline to gather, record, organize, and document data <input type="checkbox"/> | Fails to utilize and document sources; inconsistently or inadequately gathers data; and/or uses processes in questionable manner <input type="checkbox"/> |

*(Professional)

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

| CATEGORY | Expert* | Practitioner | Novice |
|---|--|--|---|
| E. Analysis and Interpretation of Data | <p style="text-align: right;"><input type="checkbox"/></p> Appropriately applies in-depth knowledge/skills of field to discover significant connections, trends, and patterns; establish reliability, validity, and accuracy of findings; and identify conflicts and disparities | <p style="text-align: right;"><input type="checkbox"/></p> Appropriately applies conventional knowledge/skills of field to discover connections, trends, and patterns; establish reliability, validity, and accuracy of findings; and identify potential conflicts and disparities | <p style="text-align: right;"><input type="checkbox"/></p> Inappropriately applies knowledge and skills of field, such that findings are questionable, inconsistent, or incomplete |
| F. Multiple Perspectives | <p style="text-align: right;"><input type="checkbox"/></p> Separates personal opinions from those of others, represents an understanding from another's perspective when appropriate, demonstrates empathy for others, and fully synthesizes multiple viewpoints | <p style="text-align: right;"><input type="checkbox"/></p> Occasionally separates personal opinions from those of others, represents understanding from another perspective when appropriate, expresses some understanding of other viewpoints, and partially integrates multiple viewpoints | <p style="text-align: right;"><input type="checkbox"/></p> Fails to distinguish personal opinions from those of others, view a situation from another perspective, and/or acknowledge multiple viewpoints |
| G. Ethics/ Unanswered Questions | <p style="text-align: right;"><input type="checkbox"/></p> Thoroughly examines unanswered questions and ethical concerns, such that ethics of product and supporting documentation are not questioned | <p style="text-align: right;"><input type="checkbox"/></p> Contemplates some unanswered questions and/or ethical concerns, and uses procedures and findings in an ethical manner | <p style="text-align: right;"><input type="checkbox"/></p> Appears to be unaware of ethical concerns or unanswered questions, and/or uses procedures and findings in a questionable manner |

*(Professional)

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| CATEGORY | Expert* | Practitioner | Novice |
|--|--|---|---|
| II. PRESENTATION OF LEARNING: PRODUCT AND COMMUNICATION | | | |
| A. Organization | <p><input type="checkbox"/></p> <p>Develops tightly organized, technically sound product that is supported by defensible use of advanced methodologies, and can stand on its own for professional review or jury</p> | <p><input type="checkbox"/></p> <p>Develops organized, basically sound product that is supported by sound, systematic use of standard methodologies but needs modification to stand on its own for professional review or jury, and as is, would require some explanation</p> | <p><input type="checkbox"/></p> <p>Develops unsound product that lacks organization, is unsupported by sound use of basic methodologies, and needs extensive modifications before it could stand on its own for professional review or jury, and as is, requires extensive explanation</p> |
| B. Delivery | <p><input type="checkbox"/></p> <p>Uses clear, effective, creative communication techniques to reflect unique understanding of message and audience; makes innovative choice and use of technology, media, format, and style; and responds effectively to questions from experts</p> | <p><input type="checkbox"/></p> <p>Uses clear communication techniques to reflect understanding of message and audience; makes adequate choice and use of technology, media, format, and style; and responds to questions from experts</p> | <p><input type="checkbox"/></p> <p>Uses ineffective communication techniques and delivery skills that reflect little understanding of message and audience; makes inappropriate choice and use of technology, media, format, and style; and responds ineffectively or inappropriately to questions from experts</p> |
| C. Vocabulary of Disciplinarian | <p><input type="checkbox"/></p> <p>Effectively uses vocabulary of discipline appropriate for communicating project's purpose, research process and methodology, and resulting product</p> | <p><input type="checkbox"/></p> <p>Uses vocabulary of discipline that is generally appropriate for communicating project's purpose, research process and methodology, and resulting product</p> | <p><input type="checkbox"/></p> <p>Does not use vocabulary of discipline, and/or misuses discipline-specific vocabulary for communicating project's purpose, research process and methodology, and resulting product</p> |

*(Professional)

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Originator and Innovator levels allow for assessment and recognition of final product above and beyond Expert (Professional) level.

| CATEGORY | Originator | Innovator | Expert* | Practitioner | Novice |
|---|--|--|---|--|---|
| <p>D. Depth of Understanding</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Provides unique, sophisticated analysis of connections, patterns, and trends; uncovers significant relationships to other fields; and displays extensive real-world understanding of underlying themes/principles in relevant, significant, provocative product appropriate to field of study</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Provides insightful analysis of connections, patterns, and trends; uncovers important relationships to other fields; and displays deep real-world understanding of underlying themes/principles in significant, relevant product appropriate to field of study</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Provides a coherent analysis of connections, patterns, and trends; uncovers distinct relationships to other disciplines; and displays solid real-world understanding of related themes/principles in relevant product appropriate to field of study</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Notes connections, patterns, and trends; uncovers relationships to other disciplines; and displays basic understanding of related themes/principles in product appropriate to field of study</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Fails to note connections, patterns, and trends; misses relationships to other disciplines; and/or displays sporadic or incomplete understanding of related themes/principles in product that may be inappropriate to field of study</p> |
| <p>E. Impact</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Presents product new to field of study that has capacity to change understanding of professionals who work in field by suggesting new areas of exploration, generating innovative solutions to problem, developing new applications, proposing generalizations that transform familiar ideas into unfamiliar ideas, and/or stimulating new understanding in discipline</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Presents product new to academic, business, artistic, scientific, or literary community in which student works; that generates new perspectives on problem and/or develops new solutions to problem to generate ideas for further consideration by professionals in discipline</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Presents product comparable to that of professional in field of study that revises, reshapes, or deepens student's initial understanding of problem and develops an individual perspective on topic or issue studied to validate accepted understanding of discipline</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Presents product that may have limited impact on others but has significant impact on student by advancing own understanding of discipline through reproducing knowledge and substantiating work of others</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Presents product that fails to accurately reproduce standard knowledge resulting in no advancement of student's understanding of discipline, and/or creates misunderstandings or misconceptions, such that learning has insignificant impact on student</p> |

*(Professional) Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.



Student Name:

Students, teachers, and mentors should use the rubric to guide the overall development of the project as well as summative assessment. Ongoing formative assessment will provide the student with consistent feedback necessary to achieve the state goal for developing professional quality products and/or performances.

Developing and Implementing a Research Plan: Research Process

| | Assessment 1 | Assessment 2 | Assessment 3 |
|----------------------------|---------------------|---------------------|---------------------|
| Highlights | | | |
| Recommendations | | | |
| Additional Comments | | | |

Note: Make additional copies of documentation page to meet ongoing assessment needs of student.



Student Name:

Students, teachers, and mentors should use the rubric to guide the overall development of the project as well as summative assessment. Ongoing formative assessment will provide the student with consistent feedback necessary to achieve the state goal for developing professional quality products and/or performances.

Presentation of Learning: Product and Communication

| | Assessment 1 | Assessment 2 | Assessment 3 |
|----------------------------|---------------------|---------------------|---------------------|
| Highlights | | | |
| Recommendations | | | |
| Additional Comments | | | |

Note: Make additional copies of documentation page to meet ongoing assessment needs of student.

