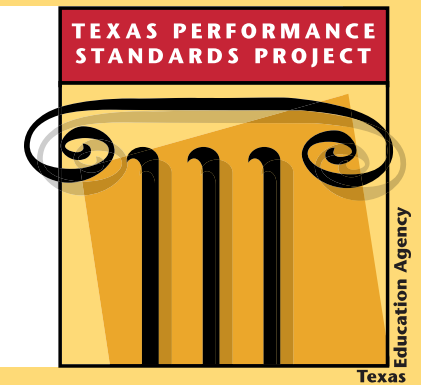


Intermediate TPSP Assessment Rubric Overview



The Intermediate 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 and teachers should use the Intermediate 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 | Apprentice | Novice |
|---|--|---|---|--|
| I. DEVELOPING AND IMPLEMENTING A RESEARCH PLAN: RESEARCH PROCESS | | | | |
| A. Development of Questions | <input type="checkbox"/> Develops, refines, and clarifies provocative, open-ended questions about topic/problem(s), such that knowledge/skills of discipline can be extended to variety of new contexts | <input type="checkbox"/> Develops, refines, and clarifies relevant, open-ended questions about topic/problem(s), such that knowledge/skills of discipline can be applied to understanding the world around him/her | <input type="checkbox"/> Develops, refines, and clarifies general, open-ended questions about topic/problem(s), such that knowledge/skills of discipline can be related to personal experiences encountered in everyday life | <input type="checkbox"/> Fails to ask original, focused questions about topics or problem(s), such that few connections between knowledge/skills of discipline and everyday life are made |
| B. Research Methodology | <input type="checkbox"/> Follows discipline-based research plan or model, and demonstrates understanding of how professional or practitioner in discipline would work | <input type="checkbox"/> Follows discipline-based research plan or model | <input type="checkbox"/> Attempts to follow discipline-based research plan or model | <input type="checkbox"/> Inconsistently follows discipline based research plan or model |
| C. Sources of Information | <input type="checkbox"/> Uses advanced processes to access full range of relevant sources in various formats | <input type="checkbox"/> Uses standard processes to access full range of relevant sources in various formats | <input type="checkbox"/> Uses basic processes to access some sources in limited formats | <input type="checkbox"/> Inconsistently or inadequately accesses relevant data |

*Relative to grade level TEKS

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 | Apprentice | Novice |
|---|---|---|---|---|
| D. Collection of Data | <input type="checkbox"/> Selects discipline-specific tools/techniques to gather, record, organize, and document data | <input type="checkbox"/> Uses limited number of discipline-specific tools/techniques to gather, record, organize, and document data | <input type="checkbox"/> Uses generic research tools/techniques to gather, record, organize, and document data without creating awareness of available tools/techniques | <input type="checkbox"/> Inconsistently or inadequately uses research tools/techniques to gather, record, organize, and document data, frequently missing pertinent data |
| E. Analysis and Interpretation of Data | <input type="checkbox"/> Uses advanced processes to mine data for connections across time, location, cultures, and disciplines; evaluate the relevance, reliability, and validity of information; and grapple with ambiguous or conflicting data | <input type="checkbox"/> Uses standard processes to examine data for some connections across time, location, cultures, and disciplines and is receptive to ambiguous or conflicting data | <input type="checkbox"/> Uses basic processes to analyze data for a few connections across time, location, cultures, and disciplines and is confused when faced with ambiguous or conflicting data | <input type="checkbox"/> Inconsistently or inadequately analyzes data and/or often demonstrates misunderstanding or misconceptions about content |
| F. Multiple Perspectives | <input type="checkbox"/> Demonstrates an acceptance of others' rights to their perspectives; and may reevaluate his/her viewpoint in light of others' thinking | <input type="checkbox"/> Demonstrates an acceptance of others' rights to their perspectives while maintaining his/her viewpoint | <input type="checkbox"/> Minimally considers others' perspectives in relation to his/her viewpoint | <input type="checkbox"/> Considers a situation from only one viewpoint |

*Relative to grade level TEKS

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 | Apprentice | Novice |
|--|--|--|--|--|
| II. PRESENTATION OF LEARNING: PRODUCT AND COMMUNICATION | | | | |
| A. Organization | <input type="checkbox"/> Develops organized, sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details | <input type="checkbox"/> Develops generally organized, basically sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details | <input type="checkbox"/> Develops partially organized product that evidences some planning, but may lack consistent reasoning, clarity of expression, and support of assertions with relevant details | <input type="checkbox"/> Develops product that lacks organization and evidences little planning, reasoning, clarity of expression, and/or support of assertions with relevant details |
| B. Depth of Understanding | <input type="checkbox"/> Notes several significant connections, patterns, and trends when presented with new information; identifies relationships among them; and displays well-beyond-grade-level understanding of underlying themes/principles of discipline | <input type="checkbox"/> Notes some connections, patterns, and trends when presented with new information; identifies at least one relationship among them, and displays on or beyond grade level understanding of underlying themes/principles of discipline | <input type="checkbox"/> Notes a few minor or misidentified connections, patterns, and trends when presented with new information, and displays minimal grade level understanding of underlying themes/principles of discipline | <input type="checkbox"/> Misses connections, patterns, and trends when presented with new information, and displays below grade level understanding of underlying themes/principles of discipline |
| C. Impact | <input type="checkbox"/> Extends knowledge/skills of discipline to understand variety of new contexts; and generates unique, plausible solutions to answer questions or solve problems | <input type="checkbox"/> Applies knowledge/skills of discipline to understand world around him/her; and generates creative, workable solutions to answer questions and solve problems | <input type="checkbox"/> Relates knowledge/skills of discipline to personal experiences in everyday life; and generates routine, workable solutions to answer questions and solve problems | <input type="checkbox"/> Makes few connections between knowledge/skills of discipline and everyday life; and generates unworkable or implausible solutions to answer questions and solve problems |

*Relative to grade level TEKS

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 | Apprentice | Novice |
|--|---|--|---|---|
| D. Delivery | <p style="text-align: right;"><input type="checkbox"/></p> <p>Uses highly effective communication techniques, including data to support assertions; clear, pertinent examples; and easy-to-follow reasoning</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Uses effective communication techniques, including data to support some assertions; pertinent examples; and generally easy-to-follow reasoning</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Generally uses clear communication techniques, though inclusive or irrelevant data supports some assertions; connections may be unclear; and reasoning has gaps</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Uses communication techniques that prevent audience/reader/reviewer from following thinking, reasoning, and/or logic, and/or inconsistently supports assertions with data</p> |
| E. Vocabulary of Disciplinarian | <p style="text-align: right;"><input type="checkbox"/></p> <p>Uses vocabulary of discipline and communicates growing awareness of relationship between discipline and self</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Uses some vocabulary of discipline and communicates beginning awareness of relationship between discipline and self</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Infrequently uses vocabulary of discipline and does not perceive obvious links between discipline and self when looking for relationship</p> | <p style="text-align: right;"><input type="checkbox"/></p> <p>Misuses or ignores vocabulary of discipline and does not communicate a relationship between the discipline and self</p> |

*Relative to grade level TEKS

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 and teachers 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 advanced level 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 and teachers 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 advanced level 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.

