Middle School TPSP Assessment Rubric Overview

TEXAS PERFORMANCE STANDARDS PROJECT

Texas Education Agency

The Middle School 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 Middle School 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	☐ Develops, refines, and clarifies provocative, open-ended questions about topic or novel problem, such that deep understanding of knowledge/skills of discipline can be conveyed	☐ Develops, refines, and clarifies interesting, open-ended questions about topic or novel problem, such that substantive understanding of knowledge/skills of discipline can be conveyed	☐ Develops pertinent open-ended questions about topic or novel problem, though inconsistent understanding of knowledge/skills of discipline may result from limited refinement and clarification of questions	☐ Develops basic questions about topic or novel problem, such that only cursory understanding or knowledge/skills of discipline can be conveyed
B. Research Methodology	☐ Follows discipline-based research plan or model to engage in inquiry as a professional or practitioner in the profession or discipline would	☐ Follows discipline-based research plan or model to engage in inquiry as a novice in the profession or discipline would	☐ Follows discipline-based research plan or model, though some methodologies are generic	☐ Inconsistently or inadequately follows research plan or model so that learning in discipline is not enhanced
C. Sources of Information	☐ Uses advanced processes to access full range of relevant sources in various formats	☐ Uses standard processes to access full range of relevant sources in various formats	☐ Uses basic processes to access information sources, often choosing most obvious and basic	☐ Inconsistently or inadequately accesses relevant sources

*Relative to grade level TEKS

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CATEGORY	Expert*	Practitioner	Apprentice	Novice
D. Collection of Data	☐ Selects appropriate tools from array of discipline-specific tools/techniques to gather, record, organize, and document data as a professional or practitioner in the profession or discipline would	☐ Uses limited number of discipline-specific tools/techniques to gather, record, organize, and document data as a novice in the discipline would	☐ Uses generic, though appropriate, research tools to gather, record, organize, and document data without creating awareness of multitude of available tools, often choosing most obvious	☐ Inconsistently or inadequately uses generic research tools/techniques to gather, record, organize, and document data, often missing pertinent data
E. Analysis and Interpretation of Data	☐ Uses advanced processes to examine data for connections across time, location, cultures, and disciplines; evaluate reliability, validity, and accuracy of findings; and suggest solutions for conflicts and disparities in data	☐ Uses standard processes to examine data for connections across time, location, cultures, disciplines; evaluate reliability and validity of findings; and identify potential conflicts and disparities in data	☐ Uses basic processes to make a few connections and note some conflicts and disparities	☐ Inconsistently or inadequately analyzes data; forms misconceptions about content and data; and/or fails to recognize conflicts and disparities in data
F. Multiple Perspectives	☐ Understands other perspectives, making own viewpoint more plausible through such considerations, and synthesizes, evaluates, and integrates multiple viewpoints	☐ Understands another perspective, reflecting on thinking of others to clarify own thinking and partially integrates multiple viewpoints	☐ Inconsistently recognizes multiple viewpoints and partially views a situation from another perspective	☐ Views a situation from only one perspective and does not acknowledge multiple viewpoints

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CATEGORY	Expert*	Practitioner	Apprentice	Novice
II. PRESENTATION OF LEARNING: PRODUCT AND COMMUNICATION				
A. Organization	☐ Develops well-organized, sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details	☐ Develops organized, basically sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details	☐ Develops partially organized product that evidences some planning, but may lack consistent reasoning, clarity of expression, and support of assertions with relevant details	☐ Develops product that lacks organization; evidences little planning, reasoning, clarity of expression, and/or support of assertions with relevant details
B. Depth of Understanding	☐ Communicates sophisticated insights resulting from analysis of connections, patterns, and trends; carefully examines important relationships; and displays deep, well-beyond-grade-level understanding of knowledge/skills and underlying themes/principles of discipline	☐ Communicates coherent analysis of connections, patterns, and trends; identifies some important relationships; and displays on or beyond grade level, substantive understanding of knowledge/skills and underlying themes/principles of discipline	☐ Communicates analysis of some connections, patterns, and trends; identifies at least one important relationship; and displays minimal grade level, inconsistent understanding of knowledge/skills and underlying themes/principles of discipline	☐ Misses significant connections, patterns, and trends; omits important relationships; and displays below grade level, cursory understanding of knowledge/skills and underlying themes/principles of discipline

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CATEGORY	Expert*	Practitioner	Apprentice	Novice
C. Impact	☐ Extends knowledge/skills of discipline to understand, how professionals work in field of study, and generates unique, plausible solutions to answer research questions and solve novel problems	☐ Applies knowledge/skills of discipline to understand a variety of new contexts, and generates creative, workable solutions to answer research questions and solve novel problems	☐ Relates knowledge/skills of discipline to understand the world around him/her, and generates routine, workable solutions to answer research questions and solve novel problems	☐ Makes few connections between knowledge/skills of discipline and personal experiences in everyday life, and lacks workable or plausible solutions to answer research questions or solve novel problems
D. Delivery	☐ Uses highly effective communication techniques, including data to support assertions; clear, pertinent examples; and easy-to-follow reasoning	☐ Uses effective communication techniques, including support of assertions with some data; pertinent examples; and generally easy-to-follow reasoning	☐ Generally uses clear communication techniques, though inconclusive or irrelevant data support some assertions; some connections may be unclear; and reasoning may have gaps	☐ Uses communication techniques that prevent audience/reader/reviewer from following thinking, reasoning, and logic, and/or inconsistently supports assertions with data
E. Vocabulary of Disciplinarian	☐ Effectively integrates vocabulary of discipline to convey in-depth understandings, and communicates deep understanding of relationship between discipline and self	☐ Uses vocabulary of discipline to convey substantive understandings, and communicates understanding of relationship between discipline and self	☐ Uses some vocabulary of discipline to convey understandings that may be inconsistent, and communicates shallow understanding of relationship between discipline and self	☐ Misuses or ignores vocabulary of discipline; conveys only cursory understandings; and does not communicate understanding of relationship between discipline and self

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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:

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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.