**Rubric HSB 4U Seminar Research Project Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Grade\_\_\_\_ /70**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Thesis/Problem/**  **Question /5**  **Rough Draft / 10** | **Information Seeking/Selecting and Evaluating**  **/10** | Essay - Analysis &  **Writing Technique**  **/30** | **Documentation**  **/5** | **Synthesis**  **(Creative Aspect - Due with Presentation) /5** | **Presentation**  **/15** |
| 4 | Student posed a thoughtful, creative question that engaged them in challenging or provocative research. Appropriate & unique style(s) of information-gathering provides opportunity for unique findings. | Student gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included as part of information-gathering. | Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is clearly evident. Excellent essay structure, organization, and development. (24-30 marks) | Student documented all sources, including surveys, interviews, etc. Sources are properly cited, both in footnotes and on Bibliography page. Documentation is error-free. | Student developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions, layout, or framework. | Student demonstrated thorough, effective presentation techniques, including strong eye contact, formal voice, and class engagement. Format for presentation utilizes creativity and originality.  (12-15 marks) |
| 3 | Student posed a focused question involving them in challenging research. Information-gathering included unique aspects. | Student gathered information from a variety of relevant sources--print and electronic–and included some primary resource. | Student essay shows good effort was made in analyzing the evidence collected. Some errors in mechanics are evident.  (21-23 marks) | Student documented sources with some care, Sources are cited, both in-text/in-product and on Bibliography. Few errors noted. | Student logically organized the product and made good connections among ideas | Student effectively communicated the results of research in their presentation. Concerns arose re:  \*eye contact  \* formal voice  \* class engagement  (10.5-11 marks) |
| 2 | Student constructed a question that lends itself to readily available answers. Less effort to gather unique information. | Student gathered information from a limited range of sources and displayed minimal effort in selecting quality resources | Student conclusions could be supported by stronger evidence. Level of analysis could have been deeper. Errors may take away from meaning. (18-20 marks) | Student need to use greater care in documenting sources. Documentation was poorly constructed. | Student could have put greater effort into organizing the product | Student needs to work on communicating more effectively and should be more aware of the audience.  (9-10.5 marks |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Student relied on teacher-generated questions or developed a question requiring little creative thought. | Student gathered information that lacked relevance, quality, depth and balance. | Student conclusions simply involved restating information. Conclusions were weak, and the essay has numerous errors. (15-18 marks) | Documentation is absent. | Student work is not logically or effectively structured. | Student showed little evidence of thoughtful research. Presentation does not effectively present student’s findings.  (7.5-9 marks) |
| **Teacher Com-ments** |  |  |  |  |  |  |

<http://www.sdst.org/shs/library/>