|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| All criteria are equal weight | A | B | C | D |
| E1 – Evaluation of research processes used, specific to the research question  Judgments about the relative effectiveness of the research processes used | Specific to the question. Needs to be how they were used in their research.  Insightful – using judgments weighing up the positives/negatives about the processes  Come to a balanced judgment based on positives/negatives  Reasons for the judgment need to be more complex and may show the problematic nature of the evidence – use of words like bias, validity, reliability etc.. show a more complex understanding  A number of different reasons – a process was helpful in narrowing the topic, or finding new leads. How did some processes contribute to the quality of the research | Specific to the question  Go beyond ‘it’s useful because of info found’    Usually give reasons for judgment  Will use words like validity, reliability etc… but may not quite get it – they may even group them together as being the same thing  Evidence of evaluation is the dominant feature | Don’t tend to use terms of bias etc…  Usually re-count focused and they tell the story of what they did. There may be some judgments made, but they’re not the dominant feature | They have a pulse…  Superficial 0 not about the research question  Tell what they did – not even a detailed recount |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| E2 – Evalation of decisions made in response to challenges and/or opportunities  Identification of challenges and/or opportunities  Discussion about the decisions that were made when challenges or opportunities were encountered  Judgments about the effectiveness of those decisions | Judgments of decisions are explicit and will likely use the words in the curriculum statement  Critical evaluation – the impact of their decisions on the research development | Some complexity  Show they have an idea about the discoveries made and how it impacted the research  Potentially look at how they refined their question  Give reasons for success | Propose solutions or alternative things they could have done  State what they did – and judge it – E.g. some things worked well, others didn’t and this is what I got  Mostly descriptive | Description – this went wrong because… |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| E3 – Evaluation of the quality of the research outcome  Judgments about the quality of the research outcome and how well the research question has been answered | They were hoping to find out x/y. How effectively they found this out. Was it balances, give reasons for the quality of the outcome as a piece of research  Quality is judged in perception of value to others as a piece of research. Not about the quality of the product  Balanced about its success/limitations | Considere judgments – may start looking at it being personally meaningful for themselves  “It is successful because of their personal reasons – Research was good  A few reasons may be present – but not balanced |  | Description given |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S3 – Expression of ideas  Clear organization of information and ideas  Accurate and appropriate communication | Clearly expressed, logical throughout the report  High sentence density  Nothing out of place  Uses more complex language | Mostly in logical order | Level of coherence really drops off  May not be overly logical  Mostly clear flow | Basic expression is very rare. Lacks organisation |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Likely characteristics | Makes balanced judgments about the activities undertaken in relation to the validity of the data/information obtained, manageability and ethical appropriateness  Judgments consider effectiveness, successes, limitations and alternative processes that could have been undertaken  Conclusions are drawn abut which research processes were more successful than others in the light of the above  Makes critical judgments on the significance of decisions made when faced with challenges and/or opportunities during the research development  Points to the success and limitations of the research outcome and its findings which are pertinent and thereby conveys as understanding of the quality of the research outcome  Expression is fluent and logical and ideas are well organized – meaning is clear | Makes judgments about the quality and effectiveness of most of the activities undertaken – judgments may not always be balanced and consider both successes and limitations  Judgments are mostly made in relation to the date/information obtained, and ethical appropriateness – may be personally critical of how well the research processes have been undertaken  Reflecting on the research outcome consists of explaining how the key findings have been personally meaningful in broadening personal understand of the research question  Expression is for the major part, fluent and logical | Tends to chronological recount of what was done  Makes some judgments about the success or limitations of the activities undertaken in relation to providing information, without giving specific details  May make simplistic comments about how the research outcome has been personally meaningful  Although the meaning is usually clear, ideas tend to be expressed informally | Does not make judgments about the research processes 0 describes what was done over the project, rather than exploring and judging the effectiveness of the research processes  Comments briefly on the success of some parts of the research outcome rather than identifying new ideas or understandings that have emerged which may be of value, personally or to others  Ideas can be understood, but lack of attention to organization and expression hinders coherence |