Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Monkey Beach Research information Package assignment

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| Section | **6** | **5** | **4** | **3** | **2** | **1/0** | **Stud** | **Tchr** |
| **Summary of the information** **–Is the information in your own words and do you use point form/shorter paragraphs?**  | * All information has been presented in the students own words.
* All information has been presented using point form or shorter paragraphs
 | * Most information has been presented in the students own words.
* Most information has been presented using point form or shorter paragraphs
 | * A lot of information has been presented in the students own words.
* A lot of information has been presented using point form or shorter paragraphs
 | * Some information has been presented in the students own words.
* Some information has been presented using point form or shorter paragraphs
 | * Very little attempt has been made to present the information in the student’s own words.
* Very little attempt has been made to present the information in point form or shorter paragraphs.
 | * No attempt has been made to present the information in the students’ own words
* No attempt has been made to present the information in point form or shorter paragraphs
* Assignment not completed
 | /6 | /6 |
| **Content of the Assignment-** **How well did you cover the information?** | * All important details topics are covered extremely thoroughly
* Additional information has been added to supplement the basic requirements.
 | * All important details are covered very well
* Some additional information has been added to supplement the basic requirements.
 | * All important details are covered adequately.
* Only a few additional pieces of information have been added to supplement the basic requirements.
 | * Most important details are covered at a basic level.
* There may be some additional pieces of information added to supplement the basic requirements.
 | * Several important details were not covered. Details that were included often were only covered at the basic level.
* Little to no additional information was added to supplement the basic requirements.
 | * Very few to no details were covered or assignment was not done.
 | /6 | /6 |
| **Sources****-Are they accurate and documented in the required format** | * All sources (information and graphics) are accurately documented in the desired format.
 | * All sources (information and graphics) are accurately documented in the desired format.
 | * All sources (information and graphics) are documented, but there may be errors or it has not been done in the desired format.
 | * All sources (information and graphics) are documented, but there may be errors or it has not been done in the desired format.
 | * Some sources are not accurately documented.
 | * No sources were given or documented.
 | /6 | /6 |
| Section | **6** | **5** | **4** | **3** | **2** | **1/0** | **Stud** | **Tchr** |
| **Ease of understanding- How easy was it for students to read and understand your information?** | * No grammatical, spelling or punctuation errors.
* Information is extremely well organized\*
* \* (for example graphic organizers such as headings/ subheadings etc. have been used to help guide students to understand the information)
 | * Almost no grammatical, spelling or punctuation errors and they don’t affect understanding.
* Information is very well organized.\*
 | * Some grammatical, spelling or punctuation errors but they don’t affect understanding.
* Information is organized\* at a satisfactory level.
 | * A few grammatical spelling, or punctuation errors. May sometimes interfere with understanding.
* Information shows some organization\* while some parts are disorganized.
 | * Many grammatical, spelling, or punctuation errors. Often interfere with understanding.
* The information appears to be disorganized although a little organization\* has been attempted.
 | * Assignment not completed or errors make the assignment difficult to understand.
* Information shows no real attempts to organize\* or is so disorganized it is hard to understand.
 | /6 | /6 |
| **Use of Visuals****How well did you use visuals to help students understand your topic?** | * All Visuals are neat, accurate and add to the reader\'s understanding of the topic.
* 5 or more visuals have been used
 | * All Visuals are accurate and add to the reader\'s understanding of the topic.
* 4 or more visuals have been used.
 | * Visuals are mostly accurate and sometimes add to the reader\'s understanding of the topic.
* 3 or more visuals have been used
 | * Visuals are sometimes accurate and at times add to the reader\’s understanding of the topic.
* 2 or more visuals have been used.
 | * Visuals are not accurate OR do not add to the reader\'s understanding of the topic.
* 1 or more visuals have been used.
 | * No visuals given and/or they do not add to the reader’s understanding of the topic
* No visuals used.
 | /6 | /6 |
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