Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EFP 10 Novel/Class 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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