SS8 Maley

**Name: Date:**

**Innovations Note-taking/Research Skills Assessment**

* **Student self-Assessment in pencil**
* **Teacher assessment in ink**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EM****Emerging** | **DEV****Developing** | **PR****Proficient** | **EXT****Extending** |
|  | Uses 3 or more full sentences | Uses 2 full sentences  | Uses 1 full sentence | Uses no full sentences |
|  | Uses no pictures or symbols | Uses 1-2 pictures or symbols | Uses 3-4 pictures or symbols | Uses more than 4 pictures or symbols |
|  | Uses some unnecessary words (a, the, of, is) | Uses a few unnecessary words | Rarely uses unnecessary words | Uses nounnecessary words |
|  | Does not use abbreviations | Uses a few abbreviation | Uses severalabbreviations | Makes excellent use of abbreviations |
|  | No clear organization | Some organization | Good organization | Very clear organization |
|  | ½ page of notes with no details | 1 page of notes with a few details  | 2 pages of notes with good details | 2+ pages of notes with excellent details |
| **OVERALL:****Student** |  |  |  |  |
| **OVERALL:****Teacher** |  |  |  |  |

Assessment of Innovations **sources and evidence** to support argument

**CRAAP (**Currency, Coverage, Relevance, Authority, Accuracy, Perspective**)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curricular Competency** | **Extending/****Mastery** | **Proficient** | **Developing** | **Emerging** |
| CRAAP Evidence and Interpretation | Demonstrates **sophisticated** identification of biases that influence documents.  | **Identifies biases** that influence documents. Using 3 pieces of criteria to justify response for 3 sources. | **Partial identification** of biases that influence documents. Using 1-2 pieces of criteria to justify response for 2 sources. | **Initial identification** of biases that influence documents. Using 1-2 pieces of criteria to justify response for 1-2 sources. |
| Cause and Consequence | Uses strong evidence and thoughtful explanation (PEE) to assess the consequences of innovations | Uses specific **evidence and explanation (PEE)** to assess the consequences of innovations | Uses some evidence, some support and explanation are missing or unclear. | Provides little or no evidence to support positive or negative consequences |
| **Student****Assessment** Image result for check image |  |  |  |  |
| **Teacher****Assessment**Image result for check image |  |  |  |  |

Complete the mind-map below listing your strengths and stretches (for note-taking + CCRAP):

Strengths

Stretches

|  |
| --- |
| **Next time, what will you do differently to reach your goals?** |