

Student Project Evaluation Sheet

Alerting Students

Before your students begin a project, they must understand what is expected of them and how they will be evaluated on their performance. Review the task thoroughly, setting time guidelines and parameters (whom they may work with, what materials they can use, etc.). Spell out the evaluation criteria for each level of proficiency shown below. Use three categories for a 3-point scale (Achieved, Approaching, Attempting). If you prefer a 5-point scale, add the final two categories.

Name: _____ Date: _____

Project Topic: _____

	Understanding of concepts and inquiry	Use of evidence to explain and support results	Communication of ideas	Thoroughness of work
Exceeding proficiency 5	Demonstrates complete and unambiguous understanding of the problem and inquiry processes used.	Uses all evidence from inquiry that is factually relevant accurate, and consistent with explanations offered.	Communicates ideas clearly and in a compelling and elegant manner to the intended audience.	Goes beyond all deliverables agreed upon for the project and has extended the data collection and analysis.
Achieved proficiency 4	Demonstrates fairly complete and reasonably clear understanding of the problem and inquiry processes used.	Uses the major evidence from inquiry that is relevant and consistent with explanations offered.	Communicates ideas clearly and coherently to the intended audience.	Includes all of the deliverables agreed upon for the project.
Approaching proficiency 3	Demonstrates general, yet somewhat limited understanding of the problem and inquiry processes used.	Uses evidence from inquiry to support explanations but may mix fact with opinion, omit significant evidence, or use evidence that is not totally accurate.	Completes the task satisfactorily but communication of ideas is incomplete, muddled, or unclear.	Work largely complete but missing one of the deliverables agreed upon for the project.
Attempting proficiency 2	Demonstrates only a very general understanding of the problem and inquiry processes used.	Uses generalities or opinion more than evidence from inquiry to support explanations.	Communication of ideas is difficult to understand or unclear.	Work missing several of the deliverables agreed upon for the project
Non-proficient 1	Demonstrates vague or little understanding of the problem and inquiry processes used.	Uses limited evidence to support explanations or does not attempt to support explanations.	Communication of ideas is brief, vague, and/or not understandable.	Work largely incomplete; missing many of the deliverables agreed upon for the project.