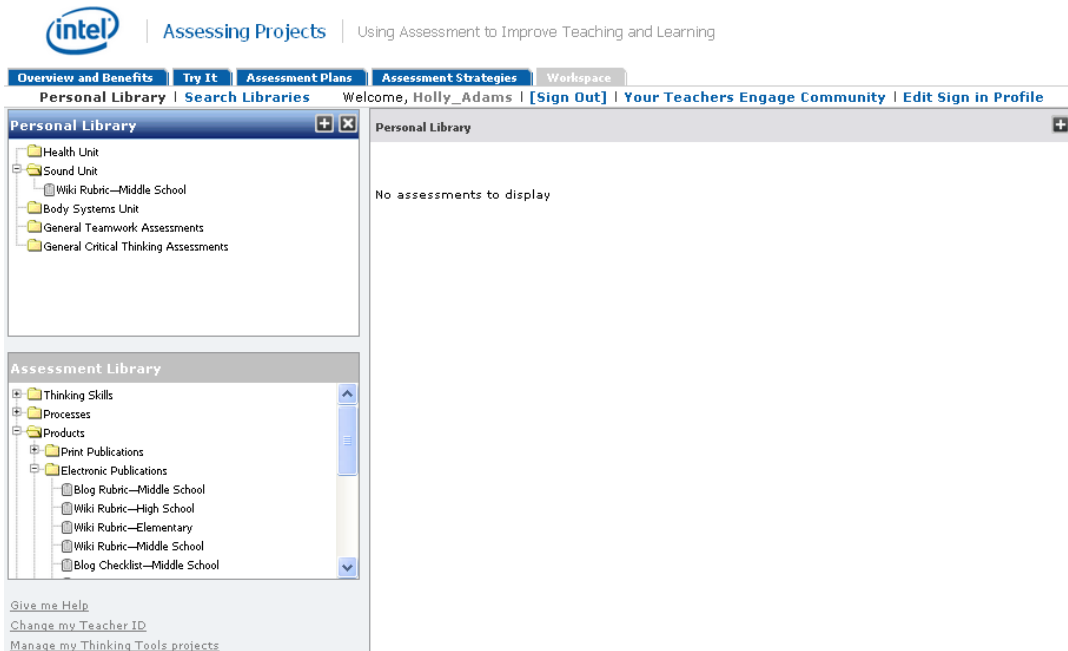


Assessing Projects Application

After logging in to her workspace and finding a wiki rubric that she wants to use, Holly completed the following steps to create a wiki rubric that includes a trait on argumentation.

1. Holly saved a wiki rubric to her Personal Library and created a folder for the assessments used in her unit



- Holly used Quick Search to find two traits on argumentation and added them to her rubric.

▼ Quick Search

Search for
argumentation

Separate keywords with a "," to include all items.

Search Results (2)
Click an assessment below to preview

Argumentation Rubric—High School
Argumentation Rubric—Middle School

Assessment Library
Personal Library

Argumentation Rubric—Middle School
A rubric in student language used by middle school students to create an argument that meets high standards of quality.

Keywords:
Communication, evidence, reasoning, claims, viewpoint, evidence, audience

Instructions:
Assess your ability to form and defend your opinions using this rubric.

| | 4 | 3 | 2 | 1 |
|--|--|---|---|--|
| <input type="checkbox"/> Claim | I clearly state a claim that expresses a reasonable position on a topic. | I clearly state a claim that expresses a position. | With help, I state a claim that expresses a position. | I do not state a claim, and I confuse claims with other kinds of statements. |
| <input checked="" type="checkbox"/> Evidence | I apply standards of quality to the evidence I use to support my claim. | I use evidence from good sources to support my claim. | I support my position with evidence, but some of my evidence may be irrelevant or come from unreliable sources. | I often use poor-quality evidence to support my claim. |
| <input checked="" type="checkbox"/> Audience Awareness | I consider the characteristics of my audience | I think about my audience when I organize | I try to think about my audience when | I do not think about my audience's |

- Holly deleted several traits from the original wiki rubric and changed the name of the one she copied from another rubric. She also edited some descriptors.

Assessment Workspace

Right-click (or cmd-click) a column or row header to delete the column or row. Click and drag a column or row header to move the column or row.

[Add a column](#)

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Interpretation | | | |
| We use our research to make meaningful inferences and draw original conclusions about the topic. We connect our wiki's content to broader topics and current issues or experiences. | We use our research to draw conclusions about the topic. We make connections between the information in our wiki and other topics. | We try to draw conclusions about the topic, but some of our conclusions are not based on facts. | We do not draw any conclusions about the topic. We just repeat or paraphrase our sources. |
| Sources | | | |
| We get information for our wiki from a variety of credible sources. Readers can easily find out where we found our information. | We get our information from credible sources. Readers can tell where we found our information. | We get our information from just a few sources, and some of them may not be very credible. Readers cannot always tell where we found our information. | We get our information from some sources that may not be credible. We rarely tell where we found our information. |
| Site Organization | | | |
| The information on our wiki is divided logically into separate pages. Our links help people move easily to different pages, and help them find the home page. | The information on our wiki is divided logically into separate pages. We have links that help readers move to through the site without confusion. | We try to logically divide the information in our wiki, but sometimes the organization does not make sense. Some pages do not have links to help our readers move around in the site. | Our wiki is unorganized. Readers can easily get lost in the pages, or readers can not use links to go to other pages. |
| Quality of Evidence | | | |
| We apply standards of quality to the evidence I use to support my claim. | We use evidence from good sources to support my claim. | We support our position with evidence, but some of my evidence may be irrelevant or come from unreliable sources. | We often use poor-quality evidence to support my claim. |

- Finally, Holly exported the wiki rubric she created to her own computer. She plans to add formatting and make additional edits before finalizing the rubric for her unit.

Overview and Benefits | Try It | Assessment Plans | Assessment Strategies | Workspace

Personal Library | Search Libraries

Welcome, Holly Adams | [Sign Out] | Your Teachers Engage Community | Edit Sign in Profile

Personal Library

- Health Unit
 - Sound Unit
 - Sound Project Rubric**
 - Body Systems Unit
 - General Teamwork Assessments
 - General Critical Thinking Assessments

Assessment Library

- Thinking Skills
- Processes
- Products
 - Print Publications
 - Electronic Publications
 - Blog Rubric—Middle School
 - Wiki Rubric—High School
 - Wiki Rubric—Elementary
 - Wiki Rubric—Middle School
 - Blog Checklist—Middle School

[Give me Help](#)
[Change my Teacher ID](#)
[Manage my Thinking Tools projects](#)
[View site recommendations](#)

Personal Library > Sound Unit

Sound Project Rubric
 A rubric in student language written for middle school students to self-assess their wikis.

Keywords:
 Research, Web site

Instructions:
 Use this rubric to self-assess your wiki.

| 4 | 3 | 2 | 1 |
|---|---|--|---|
| Interpretation | | | |
| We use our research to make meaningful inferences and draw original conclusions about the topic. We connect our wiki's content to broader topics and current issues or experiences. | We use our research to draw conclusions about the topic. We make connections between the information in our wiki and other topics. | We try to draw conclusions about the topic, but some of our conclusions are not based on facts. | We do not draw any conclusions about the topic. We just repeat or paraphrase our sources. |
| Sources | | | |
| We get information for our wiki from a variety of credible sources. Readers can easily find out where we found our information. | We get our information from credible sources. Readers can tell where we found our information. | We get our information from just a few sources, and some of them may not be very credible. Readers cannot always tell where we found our information. | We get our information from some sources that may not be credible. We rarely tell where we found our information. |
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