General Evaluation Rubric for Tweens and Teens Research Project

A
The student thinks like a social scientist, examining data collected from academic and credible popular culture sources and original research, and drawing appropriate conclusions. The student is able to make claims and support them with reliable evidence, demonstrating understanding of how the particular trend/topic studied relates to overall issues in adolescent development. The student demonstrates strong understanding of adolescent development, including the roles played by age, race, class, gender, consumer culture, and the media, by incorporating key words and key ideas from course materials, and course discussions. The student references course material and uses course frameworks and course questions to help shape the analysis section. The paper responds to at least one course question.

- Gathers and examines data from academic and other sources
- Makes claims and supports them with reliable evidence
- Demonstrates understanding of the trend or topic and relationship to adolescent development
- Demonstrates understanding of key influences on adolescent development (race, class, gender, consumer culture and media)
- References course material and frameworks
- Answers course questions
- Well presented, free of errors and grammatical mistakes, appropriately referenced, correct works cited

B
The student thinks somewhat like a social scientist, examining data collected from credible sources and integrated with original research, and drawing appropriate conclusions. The student is able to make claims and support them with reliable evidence not simply personal opinion. The student demonstrates a basic understanding of adolescent development, including the roles played by race, class, gender, consumer culture, and the media, by incorporating key words and key ideas from the course materials and discussions. The student references course material but doesn’t really integrate course frameworks and questions to shape the analysis section.

C
The student is able to collect data from sources and original research and draw conclusions but does not reference course materials. The student is able to make claims about the trend/topic s/he studied, but they are based mostly on personal opinion rather than course material or course frameworks. The student demonstrates some understanding of the nature of adolescent development, including the roles played by race, class, gender, consumerism, and media but does not use key words or key ideas.

D
The student is able to present some data but not draw his/her own conclusions. The student summarizes but does not make claims or support ideas presented with reliable evidence. The student demonstrates weak understanding of the nature of adolescent development,
including the roles played by race, class, gender, consumerism and the media.

F
The student is not able to present data, make claims or use appropriate evidence. The student demonstrates little to no understanding of the nature of adolescent development including the roles played by race, class, gender, consumerism and media.