ART Evaluation of Assignments

Creating a good research project assigment is a work of **ART**: you need a good research *project* in order to teach the research *process*. Use the **ART** evaluation -- Is it **A**uthentic? Does it facilitate the **R**esearch process? Is it well-supported by the **T**eacher?

Criteria	Excellent/Good/Fair/Poor? Why?	What is your plan for improvement:
Is it Authentic?		
Does the assignment offer choices of topics relevant to students?		
Does the project encourage students to think critically? to solve problems? to be creative?		
Can the final product be shared with a real audience?		
Does it facilitate the Research process?		
How are the students guided to . . . Develop and refine a question or hypothesis?		
How are the students guided to . . . Locate, gather, and evaluate info from a variety of reliable resources?		
How are the students guided to . . . Record, summarize, and cite the information which they find and use?		
How are the students guided to . . . Reflect upon what they are learning in order to make a conclusion?		

ART Evaluation of Assignments

How are the students guided to . . . Develop communication skills in a written, oral, or other format?		
How are the students guided to . . . Evaluate what they are doing during the project as well as at the end?		
How does the assignment . . . Encourage students to reflect upon, revise, and improve their projects?		
How does the assignment . . . Encourage students to use the media center or another type of library?		
How does the assignment . . . Encourage and facilitate the responsible use of technology?		
How does the assignment . . . Help students develop a collaborative research community?		
How does the assignment . . . Help students avoid plagiarism and create original work?		
Is it well-supported by the <u>T</u>eacher?		
Do the assignment's instructions . . . State goals for what students should learn about the research process?		

ART Evaluation of Assignments

Do the assignment's instructions . . . Set expectations regarding elements of a quality research process?		
Do the assignment's instructions . . . Emphasize the research process by having segments due at intervals?		
Does the teacher . . . Give example of (or model) what quality research looks like?		
Does the teacher . . . Give tools to help students through the steps of the research process?		
Does the teacher . . . Ask students to reflect on the process as well as the subject matter?		
Does the teacher . . . Evaluate how students understand & conduct the research process?		

The ideas and questions in this guide were construed and compiled from the following sources:

Assignment Ideas that Develop Information Literacy Skills **by Pace University Library at**

http://www.pace.edu/library/pages/instruct/infoliteffectiveassignments.doc

Beyond Google: How Do Students Conduct Academic Research **by Alison Head at**

www.firstmonday.org/issues/issue12_8/head/index.html

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Designing Research Projects Students (and Teachers) Love **by Doug Johnson at**

http://www.doug-johnson.com/

Notes to Instructors on Writing Good Research Assignments **by Colorado State University Libraries at**

http://lib.colostate.edu/howto/instr2.html

Plagiarism-Proofing Assignments **by Doug Johnson at**

http://www.doug-johnson.com/

Research Project Calculator **provided by Minitex and MnLink at** http://rpc.elm4you.org/