

# Work sheets, rubrics, evaluation forms...

## Peer group Evaluation Form

## Fact Collection Sheet

### Quick Peer Evaluation Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed quality. Finally, do the same for each of your group members and total all of the values.

Values: 4= Exemplary 3= Proficient 2= Developing 1= Emerging

Quality:	Myself	1.	2.	3.	4.
Participated in group discussions					
Helped keep the group on task					
Contributed useful ideas					
How much work was done					
Quality of completed work					
Total:					

### Group Work Self Evaluation Checklist

Topic of study: \_\_\_\_\_

Consider how you worked as a team and decide which answer best suits the way your team worked together. Complete the remaining sentences.

We finished our tasks on time, and we did a good job. Yes No

We encouraged each other and cooperated with each other. Yes No

We shared our ideas, then listened and valued each other's ideas. Yes No

We did best at

Next time we could improve at

Are there special tools or technology used to explore this environment??

Why is this environment called extreme?

### Extreme Environments:



Why do people explore this environment??

What is needed to survive this environment for human exploration?

- Fact Collection sheets presenting question #1. This was when they had finished building the models and just started sharing initial information about what made their region extreme.

Exceptional Extreme Environments

Record at least three facts about each environment - including your own that you researched!

<p>Polar</p> 	<p>Desert</p> 
<p>Caves</p> 	<p>Ice Planets (Space)</p> 
<p>Rocky Planets (Space)</p> 	<p>Gas Planets (Space)</p> 
<p>Volcanic Region</p> 	<p>Deep Ocean</p> 

## Final Marking Rubric

The students were to mark their own final project first. They would highlight the box that they felt best showed where they were at. Then I went over it, marking it with a second colour and adding a written comment to go with it. Overall, students were very honest with their marking, and it let them know the expectations as they saw the rubric before the final project was officially handed in (to allow for any changes as necessary or possible)

CATEGORY	Exemplary	Proficient	Developing	Emerging
Knowledge Gained	Student can accurately answer all questions related to facts in the model and processes used in the project.	Student can accurately answer most questions related to facts in the model and processes used in this project.	Student can accurately answer some questions related to facts in the model and processes used in this project.	Student appears to have insufficient knowledge about the facts or processes used in this project.
Required Elements	The project includes all required elements as well as additional information.	All required elements are included in the project.	All but 1 of the required elements are included in the project.	Several required elements were missing.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and seldom distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project and / or often distracted others.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. Almost always listens to and supports the efforts of others.	Usually provides useful ideas when participating in the group and in classroom discussion. Usually listens to and supports others.	Sometimes provides useful ideas when participating in the group. Sometimes listens to and supports others.	Rarely provides useful ideas when participating in the group. Seldom listens to and supports others.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.