

CRITERIA FOR THE TEXAS PERFORMANCE STANDARDS PROJECT

These criteria form the basis of the Scoring Scale that is used to evaluate the student's final product. The levels of performance shown below reflect the entire range of student performance that could result from participation in this project, though it is expected that students who receive services for gifted and talented students will score at the 3, 4, or 5 level on the final evaluation. During the formative phases of the project, these criteria can be used in a developmental fashion to help students identify areas of project strength and need.

Unless technology is the focus of the project (e.g., writing a software program), the use of media will not affect the score given, except in the judgment of its overall contribution to the quality of the product.

Dimensions	5	4	3	2	1	Incomplete
A. Knowledge and skills	The student appropriately applies in-depth knowledge and skills of the field, demonstrating extensive understanding of underlying themes and principles related to a problem, question, topic of inquiry, or idea.	The student appropriately applies strong knowledge and skills of the field, demonstrating a complete understanding of underlying themes and principles related to a problem, question, topic of study, or idea.	The student appropriately applies conventional knowledge and skills of the field, demonstrating a solid understanding of principles and themes related to a problem, question, topic of study, or idea.	The student appropriately applies knowledge and skills of the field, demonstrating some understanding of principles and themes related to a problem, question, topic of inquiry, or idea.	The student inappropriately applies knowledge and skills of the field, demonstrating sporadic, incomplete understanding of the principles and themes related to a problem, question, topic of inquiry, or idea.	The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

Dimensions	5	4	3	2	1	Incomplete
B. Innovation and application	The student suggests new areas of exploration, generates innovative solutions to a problem, develops new applications, and/or proposes generalizations that transform familiar ideas into unfamiliar ideas or stimulate new understanding in the discipline.	The student generates new perspectives on a problem and/or develops new solutions to a problem to generate ideas for further consideration by professionals in the discipline.	The student revises, reshapes, or deepens his/her initial understanding of a problem, and/or develops an individual perspective on the topic studied to validate accepted understandings of the discipline.	The student reproduces knowledge and substantiates the work of others to advance the student's own understanding of the discipline.	The student fails to accurately reproduce standard knowledge of the field with the result of failing to advance the student's own understanding of the discipline or creating misunderstandings or misconceptions.	The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.
C. Analysis and synthesis	The student provides a unique, sophisticated analysis of connections, patterns, and trends, uncovering significant relationships to other fields. The student gathers, interprets, synthesizes, and communicates information using advanced processes and procedures.	The student provides an insightful analysis of connections, patterns, and trends, uncovering important relationships to other fields. The student gathers, interprets, and communicates information utilizing significant processes and procedures.	The student provides a coherent analysis of connections, patterns, and trends, uncovering distinct relationships to other disciplines. The student uses accepted processes and procedures to gather and interpret information utilizing standard processes of the discipline.	The student notes connections, patterns, and trends, uncovering relationships to other disciplines. The student gathers, interprets, and communicates information utilizing processes of the discipline.	The student fails to note connections, patterns, and trends, missing relationships to other disciplines. The student inconsistently gathers, interprets, and communicates information, possibly inappropriately utilizing processes of the discipline.	The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

Dimensions	5	4	3	2	1	Incomplete
D. Ethics/ unanswered questions	The student purposefully uses procedures and findings in an ethical manner, such that the ethics of the product and its supporting documentation are not questioned. The student thoroughly examines unanswered questions and/or ethical concerns.	The student uses procedures and findings in an ethical manner. The student explores unanswered questions and/or ethical concerns.	The student uses procedures and findings in an ethical manner. The student discusses some unanswered questions and/or ethical concerns.	The student uses procedures and findings in an ethical manner though some aspects of the project may be questioned. The student identifies unanswered questions and/or ethical concerns.	The student may use procedures and findings in a questionable manner or appears to be unaware of unanswered questions and/or ethical concerns.	The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.
E. Multiple perspectives	The student separates personal opinions from those of others and, when appropriate, represents an understanding of a situation from another's perspective, demonstrating empathy for others. The student fully synthesizes multiple points of view and suggests solutions for conflicts and disparities.	The student usually separates personal opinions from those of others and, when appropriate, represents an understanding of a situation from another's perspective, demonstrating an understanding of other points of view. The student evaluates and integrates multiple points of view and examines conflicts and disparities.	The student occasionally separates personal opinions from those of others and, when appropriate, represents an understanding of a situation from another's perspective, expressing some understanding of other points of view. The student partially integrates multiple points of view and identifies potential conflicts and disparities.	The student sometimes blurs personal opinions and those of others and can partially view a situation from another's perspective, occasionally describing a situation from another point of view. The student acknowledges multiple points of view and recognizes conflicts and disparities.	The student fails to distinguish personal opinions from those of others or does not provide evidence of the ability to even partially view a situation from another's perspective. The student fails to acknowledge multiple points of view or recognize conflicts and disparities.	The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

	5	4	3	2	1	Incomplete
F. Methodology and use of resources	The product reflects advanced, innovative, significant, defensible methodologies that are not limited by conventions of the discipline. In this process, the student creatively accesses, utilizes, and documents the use of multiple, rich resources in research and presentation.	The product reflects thorough, defensible, and clear methodologies that are consistent with the discipline. In this process, the student effectively accesses, utilizes, and documents the use of a wide variety of resources in research and presentation.	The product reflects sound, systematic use of methodologies. In this process, the student effectively accesses, utilizes, and documents the use of sufficient resources in research and presentation.	The product reflects the use of basic methodologies. The student utilizes basic resources in research and presentation.	The product does not reflect sound use of basic methodologies. The student fails to access, utilize, and document the use of the most basic resources in research and presentation.	The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.
G. Communication	The student uses clear, effective, and creative communication and delivery skills. The product reflects a unique understanding of message and audience through innovative choice and use of technology, media, format, and style.	The student uses effective communication and delivery skills. The product reflects significant understanding of message and audience through effective, consistent choice and use of technology, media, format, and style.	The student uses clear communication and delivery skills. The product reflects understanding of message and audience through adequate choice and use of technology, media, format, and style.	The student inconsistently uses effective communication and delivery skills. The product reflects some understanding of message and audience through basic use of technology, media, format, and style.	The student uses ineffective communication and delivery skills. The product reflects little understanding of message and audience.	The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

Dimensions	5	4	3	2	1	Incomplete
H. Relevance and significance	The product is relevant, significant, provocative, and appropriate to the field of study. The results of the student's project are likely to make a difference in the lives of self and others.	The product is relevant, significant, and appropriate to the field of study. The results of the student's project have the potential to impact self and others.	The product is relevant and appropriate to the field of study. The results of the student's project may impact self and others.	The product is appropriate to the field of study. The results of the student's project may have a limited impact on self and others.	The product is inappropriate to the field of study. The results of the student's project may have a negative impact on self and others.	The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.
I. Professional quality	The product is tightly organized and technically sound. The product can stand on its own for professional review or jury.	The product is well organized and technically sound. The product is ready for professional review or jury, though it may need minor modifications before it can stand on its own.	The product is organized and basically sound. The product is ready for professional review or jury, though it may need some revisions before it can stand on its own.	The product occasionally lacks organization though it is basically sound. The product needs extensive modifications before it could be ready to stand on its own for professional review or jury. As it is, the final product may require a lengthy explanation.	The product lacks organization or is unsound. The product needs extensive modifications before it could be ready to stand on its own for professional review or jury. As it is, the final product requires extensive explanation.	The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.