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| **INFORMATION ANALYSIS** |

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| CATEGORY | **4** | **3** | **2** | **1** | **Score** |
| **Identifies important information** | Student identifies all the main points of the texts, and highlights most of the secondary points. | The student identifies most of the main points of the texts and recognizes some of the secondary points. | The student identifies some of the main points.. S/he does not highlight any unimportant points. | The student cannot identifies important information with accuracy. |  |
| **Identifies details** | Student recalls several details for each main point. | Student recalls some details for each main point. | Student is able to locate s few details.. | Student cannot locate details with accuracy. |  |
| **Identifies facts** | Student accurately locates facts and gives a clear explanation of why these are facts, rather than opinions. | Student locates facts and gives a reasonable explanation of why they are facts, rather than opinions. | Student locates some facts but the explanation is weak. | Student has difficulty locating facts and distinguishing facts from opinions, |  |
| **Identifies opinions** | Student accurately locates opinions gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student locates some opinions but the explanation is weak. | Student has difficulty locating opinions and distinguishing opinions from facts. |  |
| **Summarization** | Student can effectively organize the main information into a coherent summary. | Student can effectively organize the main information into a good summary. | Student has some difficulties in organizing the main information into a summary | Student has great difficulty in summarizing information, |  |

This grid has been used to evaluate most of the students’ research work on different topics.