Research Project Clarifying Forum

****Evaluation****

**In Research Project B – Assessment Type 3 is called the evaluation.**

**The criteria involved in the evaluation are labelled as E1, E2, E3, and S3.**

**All four criteria are considered holistically and then that grade, that on balance decision of that grade is then converted to a score out of 30.**

**E1 is an evaluation of the research processes used, appropriate to the research question.**

**So the student will have to link how they collected their information, how they gathered their information with some consideration of a linkage to the question they are trying to answer, or hopefully they have answered in the research outcome.**

**So if we cast our minds back to the folio a student will develop an idea, of what I am going to investigate, a question to answer.**

**They will then decide on research processes that are appropriate to that question. They will then collect information according to those processes, they will present their finding.**

**Now, they have to evaluate the research processes they used appropriate to that question.**

**Students needs to evaluate, judgements, just telling us what they did will be enough for a C.**

**They need to tell us what they did, why they did it, examples, comments regarding validity, reliability, usefulness those sorts of considerations, and what those considerations then meant for further research perhaps will all be examples at the B or A level according to the performance standard.**

**It is an insightful evaluation of the research processes used appropriate to the research question, a lot to think about there, but its judgements, judgements, judgements.**

**Just recounting what they did is enough for a C.**

**The E2 criteria is a new criteria in Research Project B, introduced in 2014.**

**E2 is an evaluation of decisions made in response to challenges and/or opportunities, an evaluation of decisions made, they need to judge the quality of the decisions that they made.**

**They need to judge whether what they did in response to the challenge or opportunity was appropriate or effective or not, with examples.**

**They need to be able to not just tell us that there was a problem and this is what they did about it, if they simply do that then that’s going to be in the C level.**

**The emphasis should be upon the judgement of the decision, not a discussion of the problem and what they did about it.**

**E3 is an evaluation of the quality of the research outcome; it’s an evaluation of how good was the thing I submitted for Assessment Type 2 research outcome.**

**So if I have made a video, if I have made my curry video, then how good was this video that I created, with examples, not just it was great and it’s the best thing ever and it’s going to be fantastic for everybody.**

**I need to make some balanced judgements; there could be things that I can improve, it might be suited to a particular audience or it might not.**

**Those sort of insightful discussion points is what is required to come to a full and balanced evaluation of something.**

**So I need to consider good things about it, bad things about it and in particular context in order to come to an insightful evaluation.**

**The expression criteria is how well my evaluation is written, so in terms of clarity and coherence.**

**Part of the assessment part three evaluation is the written summary.**

**The written summary is a short 150-word summary of what the student did, in terms of what their question was and how they presented their research outcome.**

**The aim of the summary is to give context to the marker.**

**Now keep in mind that the marker won’t actually see the rest of this particular students work, they won’t see the folio or the outcome and when marking the evaluation they will need to have some sort of concept of what the student perhaps might have done for their semesters work.**

**Having discussed the criteria it is important to note that I haven’t mentioned the capabilities.**

**The capabilities use to be in this assessment type, but have been moved to the folio now and is now the D4 criteria which is the development of one or more chosen capabilities, which Bob talked to you about earlier in this video.**

**In the evaluation students should not talk about the capability it is not appropriate and it will take away from space or words that could be used to further fully develop the other criteria which are required for this assessment type.**

***Please read through the evaluation sample titled ‘What are the effects of high heels on female health and how can I design a caring pair of high heels?’***