

## Level 1 Four-Generation Project Self-Assessment

This self-assessment, based on the grading rubrics for the Level 1 Four-Generation Project, will help you determine if your project meets the extensive requirements before you submit it for grading. Remember, the Four-Generation Project must be passed with a 90% or higher composite score before candidates may advance to the next level. This paper version of the assessment is for your study and perusal only. *Please complete the official Four-Generation Project Self-Assessment online as part of your Level 1 requirements.*

For your reference, the grading scale is as follows:

<b>ICAPGen Grading Scale</b>	
Meets requirement	Applicant meets the outlined requirement 90% of the time or more
Mostly meets requirement	Applicant meets the outlined requirement 80-89% of the time
Often meets requirement	Applicant meets the outlined requirement 70-79% of the time
Sometimes meets requirement	Applicant meets the outlined requirement 60-69% of the time
Does not meet requirement	Applicant does not meet the outlined requirement at least 60% of the time

<b>Part A: This portion of the rubric will help you determine if your project meets the requirements for general skills, grammar, and formatting.</b>		
Requirement	Meets	Does not yet meet
<i>Report Presentation: The following questions pertain to the report presentation.</i>		
The report was neat, cohesive, and professionally presented with a clear division of topics and subtopics.		
The writer demonstrated good writing skills. The report was organized and easy to follow. Good transitional statements facilitated the flow of thought from one section to another. Sentences were well-constructed.		

The writer includes an analysis of much of the evidence that was presented in the report.		
The report contains few typographical or grammatical errors.		
The writer was consistent with the usage of 1st, 2nd, or 3rd person.		
The majority of the report focuses on records in the accreditation area of interest.		
Each genealogical fact stated in the report, such as the name of a parent or a birth date or birth place, is supported by a quality source as evidenced by a footnote citation.		
All four generations were discussed in the written report. All four generations were clearly differentiated from each other and each received its own careful treatment.		
The report states what was known about the ancestor before the research began.		
A summary of the research results was provided at the end of each section OR in the general conclusion of the report.		
The objective of the research is addressed in the conclusion of the report.		
The report maintained its focus on the research objective.		
The research objective is stated at the beginning of the report. It includes the complete name of the beginning ancestor and key identifying information such as birth date, birth place and relationship. (If this information is in a background section it is acceptable.)		
<i>Citations: The following questions pertain to the citations used throughout the report.</i>		
Source citations are <b>complete</b> and include: author, title, publication information, URL (date accessed) and other descriptive details.		
The source citation format used by the writer was <b>consistent</b> throughout the project. i.e. Citations in the report, the research log, the family group sheets and the documents match each other. Please note: ICAPGen does not require any particular citation style, but the citations need to be consistent throughout the project.		
A pedigree chart that displays only the four generations in the study is included with the report. All events, dates and places designated on the chart (i.e. birth, birth place, marriage, marriage place, death, death place) for each couple in each generation are complete with exact or approximated information from sources. Items on the pedigree chart match items on the family group sheets, including <b>consistent</b> place names.		

<i>Family Group sheets: The following question pertains to the family group sheets included with your project.</i>		
At least three family groups sheets (one for each family on the pedigree chart) with sources should be included in the project. The beginning ancestor should appear as a child on the most recent chart. If someone on the pedigree chart was married more than once, a family group sheet for each of their marriages should be submitted with the project. Each family group should contain sibling information, including birth, marriage and death dates and places. It is understood that some vital information might not be attainable. However, a reasonable effort to find such information should be reflected in the research log or report.		
<i>Research Log: The following question pertains to the research log(s) included with your project.</i>		
Research log(s) meet all of the following criteria: <ul style="list-style-type: none"> <li>Names of persons, events or records searched</li> <li>The repository or website where the item was found</li> <li>Description of each source (including type of record, time period covered, etc.)</li> <li>Call number, film number or URL (with date accessed) of each record searched</li> <li>Document numbers for all documents located</li> <li>Includes negative searches</li> <li>Complete citations for all sources</li> <li>Purpose of each search</li> </ul>		
<i>Documents: The following question pertains to the documents submitted with your project.</i>		
All documents are properly referenced in the report to an image of the original document. The image is readable without adjustments.		
<b>Part B: This portion of the rubric will help you determine if your project meets the requirements for region specific skills, methodology and evidence analysis.</b>		
Requirement	Meets	Does not yet meet
<i>Methodology: The following questions pertain to the methodology used throughout the report and project.</i>		
Original sources were used consistently when available.		
The correct records for the area and time period are used in an appropriate manner, and they are used in a logical order.		

Reasons are given in the written report and log that explain the purpose of searching records or explain what valuable information the researcher expected to find in the records.		
Research strategies are employed that reflect laws, customs (i.e. naming patterns or inheritance), historical background, jurisdictions and record access typical for the accreditation area. These items are explained in the report.		
A comparison of the project's stated objective, the research logs, and the evidence analyzed indicates that the research was accomplished in an acceptable manner.		
The report clearly explains the significance of key findings provided in the documents.		
<i>Evidence Analysis: The following questions pertain to the evidence analysis shown in the report.</i>		
All genealogy terminology was used correctly.		
The evidence presented is properly analyzed and correctly interpreted.		
Solid conclusions were made that were fully supported by the evidence presented in the report. No unjustified conclusions or hasty generalizations were made. The evaluation was not "tailored" to fit a preconceived notion.		
All conflicting evidence presented in the report is fully addressed and, where possible, conflicts are resolved appropriately.		
The report makes appropriate connections, shows coherent thinking, recognizes and provides analysis of assumptions and inferences, and provides compelling conclusions or syntheses.		
All generational links are proven with supporting evidence.		
The research findings are presented clearly and in a logical order.		
Good suggestions for future research to solve the stated research objective, or to support a new research objective, are included.		
<i>Documents: The following questions pertain to the documents included with the project.</i>		
Key documents that support the links between the generations and within a family unit are ready to submit with the report.		

Key records that identify or link generations need to be transcribed or abstracted (translated if in a language other than English) within the body of the report. Long documents should be abstracted.		
<i>Sources: The following questions pertain to the sources used for the report and project.</i>		
Sources are included to support each fact given in the report and on the family group sheets. The sources used to support each fact are the best available for the time frame and region.		
The source citations in the report indicate that appropriate websites have been used and that the information from the websites has been integrated within the report.		
<i>Blind Rating: The following question pertains to every portion of the project.</i>		
ICAPGen practices blind rating. Did you remove your name off everything associated with your project? i.e. the pedigree chart, all family group sheets, all document images, and the report pages of your submission		