

## Research Process Rubric\*

	<b>Beginning</b>	<b>Novice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Defining the Topic</b>	Student has no research question. Teacher has to supply question.	Basic, essential question is vague. Related questions do not help answer basic question. Student knows general subject matter to be searched.	Essential question is focused and clear. Student knows some related concepts for his topic. Most related questions focus topic.	Essential question is clear, complete, and requires critical thinking skills. Related questions focus topic accurately.
<b>Collecting Information</b>	Student loses focus. Information is not accurate or complete.	Student uses the minimal number of sources. Information, though interesting, frequently does not relate to questions.	Student efficiently determines the appropriate sources for information and uses multiple, varied sources. Most information relates directly to the questions.	Student utilizes a variety of resources and only the information that answers the essential question is used. Search strategies are revised as information is located or could not be found.
<b>Evaluating Sources</b>	Only one type of source is used. Little effort is made to determine validity of source.	Two or more types of sources are used. Student recognizes who is authoring the information.	Multiple types of sources are used and reflect support of the essential and related questions. The scope, authority and currency of the information are taken into account.	Diverse sources are used and reflect support of the essential questions. Student compares information from at least 2 sources for accuracy, validity, and inherent bias.
<b>Extracting Information</b>	Product contains missing details and isn't completely accurate. Questions are unanswered.	Product is not complete. Only one related question is answered. Student can summarize information source but misses some concepts.	Product answers the questions in a way that reflects learning using some detail and accuracy. Student identifies key concepts from the information source by scanning and skimming.	Student assesses information in a meaningful way and creates a product that clearly answers the questions with accuracy, detail and understanding. Student determines if information supports or rejects student's thesis.
<b>Citing Information</b>	Sources are not cited properly.	MLA format is followed although several errors are apparent.	MLA format is followed. Student lists most of the components in correct form.	MLA format is exact. No errors are evident.
<b>Reflecting on Research</b>	Student is disorganized, does not have a research strategy and does not use time effectively.	Student needs considerable teacher help to organize research. Some steps are missing in the plan.	Student works within the time frame and develops a system to organize information. Requires some teacher help.	Time management skills are excellent. Student develops a clear method to organize information and makes revisions in plan when needed.

\*Retrieved December 30, 2006 from <http://www.csd99.k12.il.us/NORTH/library/PDF/researchRubric.pdf>