

## Research Rubric

Remember, expectations will change over time, from teacher to teacher, and subject to subject. This rubric is an example, and should be changed to fit the current situation.

Focus: Targets skills from each research stage.

Adapted from <http://teachers.teach-nology.com/cgi-bin/research.cgi>

Criteria	4 Exemplary	3 Proficient	2 Basic	1 In Progress	Points
<b>EXPLORE</b> ➤ Questioning ➤ Identifying Issues ➤ Finding a Focus	Student(s) generate specific questions and identify issues <b>around a topic.</b>	Student(s) <b>generate questions</b> and identify issues, but need help focussing on topic at hand.	Student(s) <b>require prompts</b> to generate questions and identify problems.	Questions and problems are <b>teacher generated.</b>	_____
<b>PLAN</b> ➤ Generating Plans ➤ Self-monitoring ➤ Revising Plans ➤ Documenting Plans & Changes	Student(s) <b>independently</b> generate & record reasonable plan, monitor own progress, and revise plan as necessary, <b>documenting reasons for revisions.</b>	Student(s) generate & record reasonable plan, monitor own progress, and revise plan <b>with minimal guidance.</b>	Student(s) generate plan <b>with guidance</b> , and monitor own progress <b>when prompted.</b>	Plan is <b>teacher generated</b> and the teacher monitors progress.	_____
<b>SEARCH</b> ➤ Information Gathering ➤ Citing sources	Information is gathered from <b>multiple</b> electronic AND non-electronic sources. Sources are <b>cited using a specified style.</b>	Information is gathered from <b>4 or more</b> electronic AND non-electronic sources. <b>Sources are noted.</b>	Information is gathered from <b>3 or fewer</b> electronic AND non-electronic sources.	Information is gathered from electronic <b>OR</b> non-electronic sources <b>only.</b>	_____
<b>SEARCH</b> ➤ Possible Solutions ➤ Conclusions Reached ➤ Supportive Evidence	<b>Numerous</b> possibilities are investigated, and a <b>detailed conclusion</b> is supported by <b>exhaustive evidence</b> being offered.	<b>Several</b> possibilities are investigated, and a <b>logical conclusion</b> is supported by <b>solid evidence</b> being offered.	<b>Some</b> possibilities are investigated, and a <b>weak conclusion</b> is supported by <b>limited evidence</b> being offered.	<b>A single</b> possibility is investigated, and an <b>unsubstantiated conclusion</b> is drawn from the <b>little or no evidence</b> offered.	_____
<b>PRESENT</b> ➤ Organization ➤ Clear Conclusion	Well-organized, logical sequencing is easy to follow, conclusion is clear and	Organized, demonstrates logical sequencing, and conclusion is clear and	Sequence is somewhat jumpy and difficult to follow, and the	Sequence is not clear, presentation makes little sense, and there is no logical conclusion presented.	_____

	understandable, and has a sharp sense of beginning and end.	understandable.	conclusion is not clearly stated.		_____
<b>THINK-IT-THROUGH</b> ➤ Reflection on process	Student(s) <b>independently record</b> thoughts in Think-it-Through journal throughout research process. Student(s) use journal to guide their actions <b>on their own</b> .	Student(s) <b>independently record</b> thoughts in Think-it-Through journal throughout research process. Student(s) use journal to guide their actions <b>when prompted</b> .	<b>When prompted</b> , student(s) record thoughts in Think-it-Through journal. Student(s) use journal to guide their actions <b>with guidance</b> .	<b>When directed</b> , student(s) record thoughts in Think-it-Through journal. <b>When directed</b> , student(s) refer to journal, but do not use it as a tool for research.	_____
				Total Points =	_____

Most possible points for this rubric = 24

### Calculating percentages

Remember, the most possible points for the above rubric = 24

What would a score of 14 on *this* rubric be as a percentage?

14 divided by 24 = .58333

.58333 X 100 = 58.333

58.333 rounded off = 58

A score of 14 would = 58%

What would a score of 4 on *this* rubric be as a percentage?

4 divided by 24 = \_\_\_\_\_

.166666 X 100 = \_\_\_\_\_

\_\_\_\_\_ rounded off = 16

A score of 4 would = 16%

What would a score of 18 on *this* rubric be as a percentage?

18 divided by 24 = \_\_\_\_\_

\_\_\_\_\_ X 100 = \_\_\_\_\_

\_\_\_\_\_ rounded off = \_\_\_\_\_ %