School Wide Rubric for Conducting Inquiry Oriented Research
Student Rubric

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Task Definition: Identify the problem	**Information Seeking Strategies: Gather the sources. Access and evaluate information**	**Responsible Information Use: Avoid plagiarism in notes, outlines, works cited pages**	**Synthesis: Combine information from many sources and analyze the result**	**Evaluation: Evaluate the results of research and the research process**

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Task Definition: What is the problem to be solved? What types of information are needed to solve the problem?

Apply this rubric to the student's restatement of the task, essential question or working hypothesis .or restatement of the task.

Exceeds Standard I have **thoroughly** identified an essential question or working thesis statement or statement of the assignment.
Meets Standard I have **substantially** identified an essential question or working thesis statement or statement of the assignment statement
Approaches Standard I have **partially** identified a an essential question or working thesis statement or statement of the assignment
Below Standard I have **difficulty** identifying an essential question and a working thesis statement or statement of the assignment.

Degree: This rubric measures your **degree of your understanding** of the assignment, the essential question or the thesis statement.

ESSENTIAL QUESTIONS

Example of an essential question: Was Queen Victoria a successful ruler?

Characteristics of an essential question

Essential questions are:

1. Open-ended with no right or wrong answer, cannot be answered with a list of facts but requires research. Answers to essential questions cannot be found. They must be invented." (St. Andrew's Episcopal School, 8012 Oak Street, New Orleans, La 70118)

2. Thought-provoking or controversial requiring finding different points of view,
3. May start with: Which one? How? Should? Why?
4. Cast old ideas in a new light, lead to discovery, engender deeper interest in the subject, and are provocative.
5. Involve higher-order thinking skills such as analyze, evaluate, create l

Evaluating your essential question

Exceeds standard: Thoroughly identifies a research question means that your question fits the 5 characteristics of an essential question.
Meets standard: Substantially identifies a research question means that your question fits 3/5 characteristics of an essential question.
Approaches standard: Partially identifies a research question means that your question fits 2/5 characteristics of an essential question.
Below Standard: Demonstrates difficulty in identifying a research question means that your question does not fit the characteristics of an essential question. Your question is a topical question that can be answered with facts.

WORKING THESIS STATEMENT

Example of a working thesis statement: Queen Victoria was a successful ruler.

A thesis statement can be proved or disproved with evidence from research. A student must analyze and evaluate the evidence and then create an answer that proves or disproves the thesis statement.   A thesis statement may be an essential question converted to a statement.

Working thesis statements are:

1. Proved or disproved with evidence from research. The evidence has to be more than a list of facts.
2. thought-provoking or controversial requiring finding different points of view,
3. Cast old ideas in a new light, lead to discovery, engender deeper interest in the subject, and are provocative.
4. Involve higher-order thinking skills such as analyze, evaluate, create

Evaluating your working thesis statement

Exceeds standard: Thoroughly identifies a thesis statement means that your thesis statement can be proved or disproved with evidence from research that involves looking at different points of view and analyzing and evaluating the results of your research.
Meets standard: Substantially identifies a thesis statement means that most of the thesis statement can be proved or disproved with evidence from research that involves looking at different points of view and analyzing and evaluating the results of your research.
Approaches standard: Partially identifies a working thesis statement means only part of the thesis statement can be proved or disproved with evidence from research.
Below Standard: Demonstrates difficulty in identifying a thesis statement means that your statement is not a thesis and your statement requires topical research that can be answered with facts.

RESTATEMENT OF THE TASK

Example of restatement of the task: I have to find information about Queen Victoria. I have to use two books, two electronic sources and two subject encyclopedias. I have to work in a group to create and present an oral presentation with a visual.

Exceeds standard: Thoroughly identifies the assignment means that your restatement of the task includes the topics for research, the suggested resources and all the components of the final product of your research.

Meets standard: Substantially identifies the assignment means that your restatement of the task includes the topics for research, most of the suggested resources and most of the components of the final product of your research.

Approaches standard: Partially identifies the assignment means that your restatement of the task includes the topics for research, some of the suggested resources and some of the components of the final product of your research.

Below Standard: Demonstrates difficulty in identifying the assignment means that your restatement of the task includes the topics for research or the suggested resources or some of the components of the final product of your research.

Information Seeking Strategies:
Gather the sources. Access and evaluate information

Apply this rubric to the student's research plan: a preliminary works cited page with annotations and a printed list of marked item in a results list of a database searches

Exceeds Standard
I developed a <u>highly effective</u> preliminary annotated works cited page and/or a printout of marked items in the results list of a database for gathering quality sources in sufficient quantity to complete the task or answer my research question, or prove or disprove a thesis.
Meets Standard
I developed an <u>effective</u> preliminary annotated works cited page and/or a printout of marked items in the results list of a database for gathering quality sources in sufficient quantity to complete the task or answer my research question, or prove or disprove a thesis.
Approaches Standard
I developed a <u>moderately effective</u> preliminary annotated works cited page and/or a printout of marked items in the results list of a database for gathering quality sources in sufficient quantity to complete the task or answer my research question, or prove or disprove a thesis.
Below Standard
I developed an <u>ineffective</u> preliminary annotated works cited page and/or a printout of marked items in the results list of a database for gathering quality sources in sufficient quantity to complete the task or answer my research question, or prove or disprove a thesis.

Degree: This rubric measures your **degree of effectiveness** in developing a research plan, a kwhl chart, or a story board. This rubric measures your degree of effectiveness in locating and accessing in locating and accessing information within a variety and quantity of sources,: electronic databases, virtual libraries, print books and your ability to use the tools to locate information within a source using subject directories: search engines, catalogs, indices and chapter headings and the edit find command on complex web sites.

The research plan is a strategy that you apply to gathering, assessing and evaluating information. A research plan usually involves thinking of all the types of sources you might want to use: books, magazines, newspapers, subscription databases, or Internet sources. Then you have to think of the best types of sources to use, such as subscription databases. Your strategy has to include knowing how to access a source such as using an electronic catalog to find a book. to locate the best print and electronic sources you have to use the available electronic databases, virtual libraries, subject directories, search engines and catalogs. To find information within a source you have to search complex web sites and use indices and chapter headings.

An effective preliminary works cited page must include annotations to indicate quality information. A printed list of tagged results shows selection of the most relevant sources. Both the preliminary works cited page and the tagged results list must include sources in enough quantity to prove a thesis, answer an essential question or do all the requirements in the assignment.

RESEARCH PLAN

<u>Exceeds Standard</u>: To create a **highly effective** research plan you must be

- Completely accurate in evaluating the quality of the sources as reliable, relevant, recent and readable.
- Gather a thorough amount of information that is sufficient in quantity to complete the task, answer the research question or prove or disprove a thesis.
- Insightfully provide clarifying and supportive information needed to solve the problem

<u>Meets Standard</u>: To create an **effective** research plan you must:

- Generally accurate in evaluating the quality of the sources as reliable, relevant, recent and readable.
- Gather a substantial amount of information that is sufficient in quantity to complete the task, answer the research question or prove or disprove a thesis.
- Accurately identify areas in the problem requiring additional information for support or clarification and gather that information

<u>Approaches Standard</u>: To create a **moderately effective** research plan you must:

- Demonstrate some inaccuracies in separating fact from opinion, recognizing bias, validity and currency of a source
- Gather an incomplete amount of information that is sufficient in quantity to complete the task, answer the research question or prove or disprove a thesis.
- Assess whether clarifying and supportive information is needed to solve the problem but fail gather additional information

<u>Below Standard</u>: To create an **ineffective** research plan you must:

- Unable to evaluate the quality of the sources as reliable, relevant, recent and readable and have information that contains serious misconceptions
- Gather an insufficient amount of information t to complete the task, answer the research question or prove or disprove a thesis.
- Fail to assess whether additional clarifying and supportive information is needed

ANNOTATED PRELIMINARY WORKS CITED PAGE

<u>Exceeds Standard:</u> To create a **highly effective** preliminary works cited page you must include

- Information found in electronic databases, virtual libraries, subject directories, search engines, catalogs to locate the best in print and electronic sources.
- Information found by searching complex web pages,
- Information found by using indices and chapter headings in books.
- Relevant Information that meets the requirements of the assignment
- Enough information to prove the thesis or answer the essential question or satisfy the requirements of the task
- Have a balance of print and online resources
- Current sources if the assignment is time-sensitive or evolving

<u>Meets Standard:</u> To create an **effective** preliminary works cited page you must include

- Information found in electronic databases, one major search engines, and catalogs to locate the best in print and electronic sources.
- Information found by using indices and chapter headings in books.
- Relevant Information that meets the requirements of the assignment
- Enough information to prove the thesis or answer the essential question or satisfy the requirements of the task
- Have a balance of print and online resources
- Current sources if the assignment is time-sensitive or evolving

<u>Approaches Standard:</u> To create a **moderately effective** preliminary works cited page you must include

- One major search engine and catalogs to locate the best in print and electronic sources.
- Relevant Information that meets the requirements of the assignment
- Have a balance of print and online resources
- Current sources if the assignment is time-sensitive or evolving

<u>Below Standard:</u> To create an **ineffective** preliminary works cited page you must include one major search engine and no print sources and fail to include

- Relevant Information that meets the requirements of the assignment
- Enough information to prove the thesis or answer the essential question or satisfy the requirements of the task
- Current sources if the assignment is time-sensitive or evolving

Responsible Information Use: What information does the source provide? How can you extract the information you need?

Apply this rubric to an outline created in Noodle Tools or the Originality Report from TurnItIn.

Exceeds Standard
I <u>thoroughly</u> understand responsible information use.
Meets Standard
I <u>substantially</u> understand responsible information use.
Approaches Standard
I <u>partially</u> understand responsible information use.
Below Standard
I <u>do not</u> understand responsible information use.

Degree: This rubric measures your **degree of understanding**
- responsible use of information by avoiding plagiarism by using parenthetical documentation and by citing sources in work cited pages in a given citation format
- fair use and copyright laws
- how to organize information in note cards, note sheets by direct quotations, paraphrase of a direct quotation and statement of your own ideas
- How to organize information in outlines that reflect hierarchical thinking of main ideas and supporting ideas.
- how to use Noodle Tools
- the criteria for choosing the most relevant and reliable sources

<u>Exceeds Standard</u>: A **thorough** understanding of responsible information use means that you

- avoid plagiarism
- follow fair use
- indicate direct quotations in note cards or note sheets
- identify and differentiate between main ideas and supporting details in an outline
- use Noodle Tools
- choose the best sources in a preliminary works cited page

<u>Meets standard</u>: A **substantial** understanding of responsible information use means that you
- avoid plagiarism
- follow fair use
- indicate direct quotations in note cards or note sheets

- identify and differentiate between main ideas and supporting details in an outline
- choose the best sources in a preliminary works cited page

Approaches standard: A **partial** understanding of responsible information use means that you
- engage in accidental plagiarism
- are unfamiliar with fair use
- identify and differentiate between main ideas and supporting details in an outline
- choose the best sources in a preliminary works cited page

Below Standard: **Not understanding** responsible information use means that you
- engage in plagiarism by copying from electronic sources and pasting the information into your final product
- are unfamiliar with fair use
- cannot identify and differentiate between main ideas and supporting details in an outline
- do not know how to use Noodle Tools
- did not choose the best sources in a preliminary works cited page

Synthesizing Information from Multiple Sources: How does the information from all the sources fit together? How is the information best presented?

Apply this rubric to the final product of research.

Exceeds Standard
I was **highly effective** in synthesizing information to develop, support, or justify ideas, concepts, positions, or feelings.
Meets Standard
I was **effective** in synthesizing information to develop, support, or justify ideas, concepts, positions, or feelings.
Approaches Standard
I was **moderately effective** in synthesizing information to develop, support, or justify ideas, concepts, positions, or feelings.
Below Standard
I had **difficulty** in synthesizing information to develop, support, or justify ideas, concepts, positions, or feeling

Some final products are: annotated works cited, research paper, PowerPoint, position papers or persuasive brochure, graphs, descriptive brochure-renaissance art, oral presentation, and narrative writing—medieval diary.

Degree: This rubric measures your **degree of effectiveness** in fitting together information from a many different sources and creating the best product: research paper, PowerPoint, brochures and so forth). Synthesize means to fit together, blend, combine, or integrate. The solution must be supported by evidence and connected by sound logic and intuitive thinking.

Criteria:
Exceeds Standard: Highly effective: Interprets the information gathered for a task in accurate and highly insightful ways. Provides a highly creative and unique synthesis of the information. Develops a solution that is thoroughly supported by evidence and connected by sound logic and intuitive thinking.

Meets Standard: Effective: Accurately interprets information gathered for a task and concisely synthesizes it. Develops a solution that is substantially supported by evidence and connected by sound logic and intuitive thinking.

Approaches Standard: Moderately effective: Makes significant errors in interpreting information gathered for a task or synthesizes the information imprecisely or awkwardly. Develops a solution that is partially supported by evidence and connected by sound logic and intuitive thinking.

Below Standard: Ineffective: Grossly misinterprets the information gathered for the task or fails to synthesize it. Has difficulty in combining information and in developing a solution supported by evidence and sound logic and intuitive thinking.

Evaluation: Evaluate the results of research and the research process. Was the information problem solved? If the problem had to be solved again, what would you do differently?

Apply this rubric to the student's description of his/her research process and the final product of the research.

Exceeds Standard
I used a **highly effective** research process and produced a highly effective product.
Meets Standard
I used an **effective** research process and produced an effective product.
Approaches Standard
I used a **moderately effective** research process produced a moderately effective product.
Below Standard
I used an **ineffective** research process and had difficulty producing an effective product.

Degree: This rubric measures your **degree of effectiveness** of your research process and the resulting product of your research. A quality product contains correct vocabulary, relevant and accurate information and a clear, convincing solution to the problem.

PRODUCT

Exceeds standard**: Highly effective produc**t: The student consistently:
Uses correct vocabulary,
Avoids spelling or grammatical errors
Uses relevant, accurate information,
Interprets information accurately,
Combines information creatively,
Provides a clear convincing solution thoroughly supported by evidence and connected by sound logic and intuitive thinking,
Distinguishes between the main idea and supporting ideas,
Provides enough information to draw conclusions,
Abides by fair use and copyright laws
Includes the characteristics of a quality annotated works cited, research paper, position paper or persuasive brochure, PowerPoint, graph, descriptive brochure, oral presentation or narrative writing (see Curriculum)

Meets standard: **Effective product:** The student substantially:
Uses correct vocabulary,
Avoids spelling or grammatical errors
Uses relevant, accurate information,
Interprets information accurately,
Combines information creatively,
Provides a clear convincing solution thoroughly supported by evidence and connected by sound logic and intuitive thinking,
Distinguishes between the main idea and supporting ideas,
Provides enough information to draw conclusions,
Abides by fair use and copyright laws
Includes the characteristics of a quality annotated works cited, research paper, position paper or persuasive brochure, PowerPoint, graph, descriptive brochure, oral presentation or narrative writing (see Curriculum)

Approaches standard: **Moderately effective product:** The student partially:
Uses correct vocabulary,
Avoids spelling or grammatical errors
Uses relevant, accurate information,
Interprets information accurately,
Combines information creatively,
Provides a clear convincing solution thoroughly supported by evidence and connected by sound logic and intuitive thinking,
Distinguishes between the main idea and supporting ideas,
Provides enough information to draw conclusions,
Abides by fair use and copyright laws
Includes the characteristics of a quality annotated works cited, research paper, position paper or persuasive brochure, PowerPoint, graph, descriptive brochure, oral presentation or narrative writing (see Curriculum)

Below standard: **Ineffective product**: The student had difficulty in:
Using correct vocabulary,
Avoiding spelling or grammatical errors
Using relevant, accurate information,
Interpreting information accurately,
Combining information creatively,
Providing a clear convincing solution thoroughly supported by evidence and connected by sound logic and intuitive thinking,
Distinguishing between the main idea and supporting ideas,
Providing enough information to draw conclusions,
Abiding by fair use and copyright laws
Including the characteristics of a quality annotated works cited, research paper, position paper or persuasive brochure, PowerPoint, graph, descriptive brochure, oral presentation or narrative writing (see Curriculum)

PROCESS

Exceeds standard: **Highly effective process:** The student has:
Highly effective use of library time because the number of note cards created each period exceeded teacher expectations,
Thorough understanding of the task, essential question, or thesis,
Developed a highly effective research plan or preliminary works cited page,
Thorough understanding of responsible information use, and
Highly effective synthesis of information into a final product.

Meets standard: **Effective process:** The student has:
Effective use of library time because the number of note cards created each period met teacher expectations,
Substantial understanding of the task, essential question, or thesis,
Developed an effective research plan or preliminary works cited page,
Substantial understanding of responsible information use, and
An effective synthesis of information into a final product.

Approaches Standard: **Moderately effective process**: The student has:
Moderately effective use of library time because the number of note cards created each period fell below teacher expectations,
Partial understanding of the task, essential question, or thesis,
Developed a moderately effective research plan or preliminary works cited page,
Partial understanding of responsible information use, and
Moderately effective synthesis of information into a final product.

Below Standard: **Ineffective process**: The student has:
Ineffective use of library time because the number of note cards created each period fell substantially below teacher expectations,
Difficulty in understanding of the task, essential question, or thesis,
Developed an ineffective research plan or preliminary works cited page,
Difficulty in understanding of responsible information use, and
Ineffective synthesis of information into a final product.