

Name: \_\_\_\_\_

Score: \_\_\_\_\_

**Research Process Rubric: Grades 9-12**

|   | <b>1--Beginner</b>   | <b>2--Developing</b>   | <b>3--Proficient</b>  | <b>4--Exemplary</b>   | <b>Comments</b> |
|---|--|--|---|---|-----------------|
| <b>Focus</b><br>• <b>Topic</b><br>• <b>Research Questions</b><br>• <b>Thesis</b>                      | Student selects a topic that is too broad or narrow. No evidence of a working thesis.  | Student selects a topic that is focused, yet limited. Working thesis is limited.   | Student selects a thoughtful topic that has wide-ranging potential. Final thesis limits the scope of the the project.   | Student creates a thoughtful, creative topic that requires challenging research. Final thesis directs the scope of the project.     |                 |
| <b>Organization</b><br>• <b>Topic/Subtopic</b><br>• <b>Outline/Graphic Organizer</b>                  | Student illogically or ineffectively organizes paper/project.  | Student selects an appropriate organization method to present information for the paper/project.   | Student selects a logical and appropriate organization method for the paper/project that shows good connections among ideas.  | Student selects a logical, appropriate and creative organization for the paper/project that uses smooth transitions.                |                 |
| <b>Sources</b><br>• <b>Significant</b><br>• <b>Varied</b><br>• <b>Print or Digital</b>                | Student collects evidence yet it lacks relevance, quality and depth.   | Student collects evidence from a limited range of sources and displays minimal effort when selecting sources.  | Student collects evidence that is pertinent to the assignment and from relevant and reliable sources.   | Student collects evidence that is pertinent to the assignment and from relevant and reliable sources that add depth to the project. |                 |
| <b>Note Taking</b><br>• <b>Selecting Information</b><br>• <b>Paraphrasing</b><br>• <b>Summarizing</b> | Student fails to collect notes properly. Student generates notes that do not address topic. Student fails to include worthwhile information. Student clearly cuts and pastes and/or copies exact wording of sources. | Student collects some notes in his/her own words, yet some are copied. Student generates notes that mildly address topic. Student usually includes worthwhile information. | Student collects specific notes in his/her own words that address topic. Student generates specific notes that address the topic and include some key words and phrases. Student includes worthwhile information. Evidence of paraphrasing and summarizing. | Student creates detailed and specific notes that strongly address topic. Notes use a wide variety of key words and phrases.         |                 |
| <b>Documenting Sources</b><br>• <b>Works Cited/Bibliography</b><br>• <b>Citation</b>                  | Student fails to acknowledge sources properly. Student fails to include a Works Cited page.  | Works Cited page may contain errors. Parenthetical citations may lack correct format.  | Student documents most sources properly within project and on Works Cited page.   | MLA Works Cited page has virtually no errors. Parenthetical citations are precise, accurate, and relevant.                          |                 |
| <b>Time Management</b><br>• <b>Deadlines</b><br>• <b>Goals</b><br>• <b>Time On Task</b>               | Time is used poorly. Work not completed by deadline.   | Student requires extensive teacher direction to complete the project.  | Student achieves goals with little direction from teacher.  | Student successfully works independently.   |                 |