12.3.1 Research Rubric / (Total points)

| **Criteria** | **4 – Responses at this Level:** | **3 – Responses at this Level:** | **2 – Responses at this Level:** | **1 – Responses at this Level:** |
| --- | --- | --- | --- | --- |
| **Content and Analysis****The extent to which the response demonstrates completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.****CCSS.ELA-Literacy.W.11-12.7**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Skillfully demonstrate completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; skillfully narrow or broaden the inquiry when appropriate; skillfully synthesize multiple sources on the subject, consistently demonstrating thorough understanding of the subject under investigation. | Demonstrate completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | Somewhat effectively demonstrate completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; somewhat effectively narrow or broaden the inquiry when appropriate; somewhat effectively synthesize multiple sources on the subject, inconsistently demonstrating understanding of the subject under investigation. | Ineffectively demonstrate completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; ineffectively narrow or broaden the inquiry when appropriate; ineffectively synthesize or fail to synthesize multiple sources on the subject, rarely demonstrating understanding of the subject under investigation. |
| **Command of Evidence and Reasoning****The extent to which the response demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.****CCSS.ELA-Literacy.W.11-12.8**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | Skillfully demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; thorough assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; skillful and selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and consistently following a standard format for citation. | Demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; skillful and selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | Somewhat effectively demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches; partial assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; somewhat effective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and inconsistently following a standard format for citation. | Ineffectively demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; insufficient assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; ineffective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and rarely following a standard format for citation. |
| **Command of Evidence and Reasoning****The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.****CCSS.ELA-Literacy.W.11-12.9**Draw evidence from literary or informational texts to support analysis, reflection, and research. | Skillfully use textual evidence from literary or informational texts to support analysis, reflection, or research. | Accurately use textual evidence from literary or informational texts to support analysis, reflection, or research. | Somewhat effectively or with partial accuracy use textual evidence from literary or informational texts to support analysis, reflection, or research. | Ineffectively or inaccurately use textual evidence from literary or informational texts to support analysis, reflection, or research. |

* A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
* A response that is totally copied from the text with no original writing must be given a 0.
* A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

12.3.1 Research Checklist

**Assessed Standards:**

|  |  |  |
| --- | --- | --- |
|  | **Does my response…** | **✔** |
| **Content and Analysis** | Demonstrate completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem? **(W.11-12.W.7)** | □ |
|  | Narrow or broaden the inquiry of the research project when appropriate? **(W.11-12.W.7)** | □ |
|  | Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation? **(W.11-12.W.7)** | □ |
| **Command of Evidence and Reasoning** | Demonstrate the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively? **(W.11-12.W.8)** | □ |
| Assess the strengths and limitations of each source in terms of the task, purpose, and audience? **(W.11-12.W.8)** | □ |
| Integrate information into the response selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation? **(W.11-12.W.8)** | □ |
| Use textual evidence from literary or informational texts to support analysis, reflection, and research? **(W.11-12.W.9)** | □ |