

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:
<p>Content and Analysis</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.11-12.7</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Command of Evidence and Reasoning</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.11-12.8</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

File: 12.3.1 Lesson 9 Date: 4/3/15 Classroom Use: Starting 4/2015

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
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)	<input type="checkbox"/>
	Narrow or broaden the inquiry of the research project when appropriate? (W.11-12.W.7)	<input type="checkbox"/>
	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation? (W.11-12.W.7)	<input type="checkbox"/>
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)	<input type="checkbox"/>
	Assess the strengths and limitations of each source in terms of the task, purpose, and audience? (W.11-12.W.8)	<input type="checkbox"/>
	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)	<input type="checkbox"/>
	Use textual evidence from literary or informational texts to support analysis, reflection, and research? (W.11-12.W.9)	<input type="checkbox"/>

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