

RESEARCH CRITERIA MATRIX GRADES 6-12

CRITERIA	G 6 INDICATORS	G 7-8 INDICATORS	G 9-10 INDICATORS	G11-12 INDICATORS
I. SETTING DIRECTION FOR INQUIRY AND RESEARCH				
Setting direction for research: Identifies a general research problem or area. [W7]	States what he/she wants to know based on a provided research problem or area of investigation.	States what he/she wants to know based on a provided or self-generated research problem or area of investigation.	States what he/she wants to know, identifies a research problem, and/or frames or responds to broad direction setting questions.	States what he/she wants to know, identifies a concise and feasible research problem, and/or frames or responds to broad direction setting questions.
Posing inquiry questions: Poses a variety of relevant questions of appropriate focus, scope, and utility. [W7]	Brainstorms questions relevant to research problem or area investigation in a group.	Asks a variety of questions of appropriate scope and utility to direct inquiry.	Identifies themes and patterns after brainstorming several questions and categorizes them into inquiry paths.	After brainstorming, creates concrete inquiry paths, and writes focused questions for each inquiry path.
Framing inquiry paths: Identifies possible paths for research and frames inquiry questions related to each path. [W7]	Uses a variety of questions of appropriate scope and utility to address inquiry.	Identifies themes and patterns after brainstorming several questions and categorizes them into broad inquiry paths.	Asks a variety of questions of appropriate scope and utility to address inquiry paths.	Poses increasingly focused questions of appropriate scope and utility to address inquiry paths.
II. MANAGING AND EVALUATING RESEARCH PROCESSES				
Developing research strategies: Develops, records and communicates a strategic research plan to address inquiry questions. [W7]	Follows a strategic plan for research to address inquiry questions.	Develops and records a strategic plan for research to address inquiry questions.	Develops and records a coherent plan for research based on inquiry question or problem.	Develops and records a coherent plan for research that reflects a purposeful and clear understanding of the inquiry question or problem.
Monitoring and evaluating progress: Monitors direction and content of research to assess its progress and sufficiency. [W7]	Evaluates research to determine if information is sufficient to address inquiry questions.	Evaluates research progress and determines if information is sufficient to address inquiry paths and questions.	Periodically checks on research progress and determines if information is sufficient to address inquiry paths and questions.	Continuously monitors direction and content of research, assessing the quality and sufficiency of information to address inquiry paths and questions.
Collaborating and responding to feedback: Participates in discussions and peer reviews; considers peer feedback when setting/refocusing direction for research. [W7; SL1,4]	Discusses a viewpoint of the topic with peers. Uses feedback to guide further research.	Shares in discussion his/her viewpoint of the research topic. Uses feedback to guide planning and decision making.	Expresses a comprehensive viewpoint of his/her topic in discussion . Uses peer feedback to guide planning and decision making.	Expresses a comprehensive viewpoint of his/her topic in discussion, citing specific strengths and deficiencies in answering their inquiry questions. Responds to feedback from peer reviews thoughtfully and strategically.
Refocusing inquiry: Analyzes and revises questions and inquiry paths in light of emerging research and feedback; narrows, broadens, or extends research based on revised research plan. [W7]	Reviews and refines research material in response to evaluation and feedback.	Expands inquiry based on reviews of annotations, notes and feedback.	Makes decisions on research direction based on reviews of annotations and notes and relevance to inquiry questions.	Makes strategic decisions and changes in inquiry paths based on reviews of annotations and notes, and assessments of sources.

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III. GATHERING AND ASSESSING SOURCES				
Conducting inquiry- driven searches: Conducts searches for sources of information that directly relate to inquiry questions. [W8]	Understands that texts can be sources of information for addressing inquiry questions.	Uses inquiry questions to drive research and identify sources.	Uses inquiry questions and strategic searches to drive research and identify sources.	Uses inquiry questions for all inquiry paths and strategic searches to identify relevant sources.
Assessing sources for credibility and relevance: Assesses sources for credibility of information and utility for research purposes. [W8]	Assesses whether a source is credible and identifies relevant information to the inquiry question.	Assesses whether a source is credible and distinguishes between information that helps or does not help advance the inquiry question.	Assesses sources for credibility; identifies the utility of a source and explains why a particular source does or does not help respond to an inquiry question.	Assesses sources for credibility; identifies and accurately rates the utility of several sources; explains why sources do or do not help advance an inquiry path.
Assessing/comparing perspectives and bias: Identifies differences in perspective and potential bias on the research topic; compares perspectives across multiple sources. [W8]	Identifies differences in perspectives in various sources.	Identifies the perspectives and/or biases in various sources as related to the topic and inquiry path.	Identifies the perspectives and/or biases in various sources as related to the topic and inquiry path.	Identifies the perspective and/or bias of a potential source, accurately describes its utility, and purges source if necessary. Compares and balances perspectives across multiple sources.
Redirecting searches: Redirects searches in response to new knowledge and inquiry questions.	Identifies new information relevant to the inquiry question and how it impacts the inquiry question.	Detects necessary changes to inquiry path questions and adjusts the search accordingly.	Detects necessary changes to inquiry path questions and adjusts the search accordingly.	Critically compares and contrasts inquiry questions with new information in potential sources and adjusts the search accordingly.
IV. ANALYZING / INTEGRATING / SYNTHESIZING INFORMATION				
Analyzing sources for inquiry purposes: Reads sources closely and analyzes their details, ideas, language, and perspective in relationship to inquiry questions. [W8]	Identifies and takes notes of relevant details, ideas, language, and perspectives.	Identifies and takes notes of relevant details, ideas, language, and perspectives.	Analyzes details, ideas, language, and perspectives, and takes notes for each source to determine how it addresses inquiry questions.	Analyzes details, ideas, language, and perspective and takes detailed notes for each source to determine how it addresses inquiry questions.
Evaluating sources for evidence, claims, and arguments: Delineates and analyzes sources' claims, supporting evidence, and argumentation; evaluates sufficiency of evidence and validity of reasoning. [W9]	Identifies the source's main claims and whether they are supported with evidence.	Identifies the source's main claims and supporting evidence; evaluates argument's validity based on evidence and reasoning.	Identifies the source's main claims and supporting evidence; evaluates argument's validity based on evidence and reasoning.	Delineates and analyzes a source's claims and arguments; evaluates sufficiency of evidence and validity of reasoning.
Identifying fallacious or unsupported reasoning: Challenges and/or rejects sources that present unsupported claims, fallacious reasoning, and/or overly biased perspectives. [W9]	Identifies claims or arguments that are not supported by evidence.	Explains how a source does not support its claims and arguments with valid or substantial evidence.	Explains how a source does not support its claims and arguments with valid or substantial evidence.	Challenges and/or rejects sources that present unsupported claims, fallacious reasoning, and/or overly biased perspectives.
Integrating information across sources: Integrates and synthesizes relevant ideas and information from multiple sources to develop evidence-based claims that are aligned with inquiry questions. [W7,8]	Gathers details and ideas from multiple sources to address the inquiry question; develops an evidence-based claim that responds to an inquiry question(s).	Synthesizes details and ideas from multiple sources to address an inquiry path; develops an evidence-based claim that responds to an inquiry question(s).	Synthesizes details and ideas from multiple sources to address an inquiry path; organizes details into distinct paths/questions; develops an evidence-based claim that responds to an inquiry question(s).	Synthesizes details and ideas from multiple sources that address inquiry paths and recognizes paths/questions with insufficient support; develops concise evidence-based claims that are aligned with supported inquiry questions.
Demonstrating understanding: Produces a set of evidence-based claims that demonstrate accurate and deepening understanding of the research topic. [W7,8,9]	Produces claims reflecting grade appropriate complexity that are supported by researched evidence and that indicate an understanding of the research topic.	Produces claims reflecting grade appropriate complexity that are supported by researched evidence and that indicate increased understanding of the research topic.	Produces claims reflecting grade appropriate complexity that are supported by researched evidence and that indicate accurate understanding of the research topic.	Produces a comprehensive and integrated set of evidence-based claims that demonstrates accurate and deepening understanding of the research topic.

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V. RECORDING AND ORGANIZING INFORMATION				
Annotating sources and noting connections and observations: Makes notes that identify key information and express insightful, supported observations and connections. [W8]	Marks key information in sources, takes notes on initial impressions and connections across multiple sources.	Marks key information in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link information to inquiry paths.	Marks key information in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link information to inquiry paths.	Marks key information in sources, takes notes on initial impressions, connections; identifies additional research routes; inserts codes to link information to inquiry paths.
Paraphrasing, quoting and referencing sources: Records relevant and important information by quoting or accurately paraphrasing; accurately cites location of noted information. [W7,8]	Accurately paraphrases the source and provides a citation when directly quoting from the source.	Accurately paraphrases the source and provides accurately citation according to a standard format (i.e. MLA, APA, etc.) when directly quoting from the source.	Accurately paraphrases the source and provides accurately citation according to a standard format (i.e. MLA, APA, etc.) when directly quoting from the source..	Accurately and concisely paraphrases relevant information from sources and uses proper citation according to a standard format (i.e. MLA, APA, etc.) when directly quoting from the source..
Reorganizing information based on deepening understanding: Re-organizes information based on deepened understanding of topic and refines inquiry questions. [W7]	Reviews information in notes for patterns, ideas, and evidence related to research questions.	Reviews information in notes for patterns, ideas, and evidence related to research questions; refines inquiry questions accordingly.	Purposefully reviews information in notes for patterns, ideas, and evidence related to research questions; refines inquiry questions accordingly.	Critically reviews information in notes for patterns, ideas, and evidence related to research questions; re-organizes notes and information to best address evolving inquiry paths; refines inquiry questions and/or paths accordingly.
Organizing researched information: Organizes researched information into logical categories that address inquiry paths and provide structure for communication and writing. [W7, 8]	Organizes annotations and notes from multiple sources to set a clear and useable structure and sequence for writing and discussion.	Organizes annotations and notes from multiple resources into relevant inquiry paths to set a clear and useable structure and sequence for writing and discussion.	Organizes annotations and notes from multiple resources into relevant inquiry paths to set a clear and useable structure and sequence for writing and discussion.	Organizes annotations and notes from multiple resources into relevant inquiry paths and makes connections within the research framework to set a coherent and unified structure for research-based arguments and/or other communications.
VI. DEVELOPING AND COMMUNICATING AN EVIDENCE-BASED PERSPECTIVE				
Forming a position: Forms a position that accounts for various paths of inquiry and is supported by researched evidence. [W9]	States an understanding of the topic that has resulted from and is supported by researched information.	States an understanding, position or perspective that has resulted from and is supported by researched information.	States a concise understanding, position or perspective that has resulted from and is supported by researched information.	Forms, develops, and communicates a precise position or perspective that is directly and strongly supported by evidence from research.
Supporting claims: Identifies and organizes evidence to support analysis and claims derived from sources. [W9]	Compiles and organizes evidence from research to support claims and explain an understanding of the topic.	Compiles and organizes evidence from research to support claims and develop an understanding, position, or perspective.	Compiles and organizes evidence from research to support claims and develop a clear position or perspective.	Strategically analyzes and organizes valid and sufficient researched evidence to develop and support a clear position or perspective.
Synthesizing information to meet research purposes: Connects claims to form a coherent and supported perspective; organizes researched analysis to support desired purposes. [W9]	Links evidence- based claims into a logical sequence to explain a coherent understanding of the topic.	Analyzes relationships among evidence-based claims and links them into a logical sequence to develop clear a, position or perspective.	Analyzes relationships among evidence-based claims and links them into a logical sequence to develop a position or perspective.	Analyzes relationships among evidence-based claims and links them into a coherent, logical sequence as premises in an evidence-based argument or components of a supported explanation of a position or perspective.
Communicating a position: Communicates a position for specific audiences by using a logical sequence of analysis. [W9]	Based on identified purpose, produces a plan, explanation, argument, or reflective narrative that communicates a defensible research-based perspective and its component claims.	Based on identified purpose, produces a plan, explanation, argument, or reflective narrative that communicates a defensible research-based perspective and its component claims.	Based on identified purpose, produces a plan, explanation, argument, or reflective narrative that communicates a defensible research-based perspective and its component claims.	Based on identified purpose, produces a plan, explanation, argument, or reflective narrative that communicates an insightful and defensible research-based perspective and its component claims.