

Middle School Research Process Rubric

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Issue/ Question Formulation	<p>I concisely identify the central issue or problem and formulate engaging and thought-provoking questions or arguments.</p> <p>My questions or arguments identify multiple perspectives and allow me to analyze and synthesize information.</p>	<p>I identify the issue or problem and formulate questions or arguments that allow me to analyze and synthesize information.</p>	<p>My issue or problem is not clearly stated and my questions or arguments require basic knowledge or comprehension thinking skills (ie. restating facts).</p>	<p>My problem or issue is unfocused or absent and I need help formulating the questions or arguments for my research.</p>
Gathering Information	<p>I develop efficient search strategies including identifying key words</p> <p>I locate appropriate and varied information sources using text and technical resources, periodicals, databases, and the Internet.</p> <p>I distinguish between primary and secondary sources.</p> <p>I identify appropriate people to gain needed information, ask them relevant questions, pose follow-up questions and paraphrase the conversations.</p>	<p>I use a variety of search strategies to help me find information.</p> <p>I prefer to limit the types of information sources I use to those I am most comfortable with.</p>	<p>I select resources but they are not always appropriate.</p> <p>I prefer to use one or two types of resources to find the information I need.</p>	<p>Someone else selects the information resources I need and shows me how to find the information.</p>
Analyzing Information	<p>I determine that the information I've selected is relevant and timely based on criteria I've established before I start.</p>	<p>I examine my information and apply criteria my teacher has determined to decide</p>	<p>If I'm reminded, I apply appropriate criteria to decide which information to use.</p>	<p>I have no way to determine what information to keep and what to discard.</p>

	<p>I recognize possible stereotypes, bias, errors, omissions, or inconsistencies in my sources and assess them for validity.</p> <p>I identify the message, purpose and target audience of the literature to determine credibility and authenticity</p> <p>I classify the information as fact or opinion.</p>	<p>what to use. I can usually determine if the information is from a trusted source.</p> <p>I search for possible bias and inconsistencies in my sources.</p> <p>I usually remember to look for the purpose and target audience of the literature.</p>	<p>I cannot determine if the resource is reliable without help.</p>	<p>Someone has to help me decide what information to use.</p> <p>I use fact and opinions without distinguishing between them.</p>
Organizing information	<p>I select an appropriate structure for organizing and recording my information in a systematic way (eg. notes, outlines, charts, tables, or graphic organizers).</p> <p>I categorize my information from multiple sources into topics and subtopics.</p> <p>I separate the relevant from irrelevant information and prioritize the information that will best help me answer my question or support my argument.</p> <p>I accurately credit all of my sources.</p>	<p>I organize my information in different ways that best meets my needs.</p> <p>I categorize my information into topics.</p> <p>I separate the relevant from irrelevant information.</p> <p>I usually credit sources appropriately.</p>	<p>I try to organize the information I find, but I make some mistakes.</p> <p>I have trouble categorizing my information into topics.</p> <p>I have trouble staying focused on relevant information that would answer my question or support my argument.</p> <p>I need to be reminded to credit sources.</p>	<p>My information is not organized in a clear manner.</p> <p>I include irrelevant information that does not answer my question or support my argument.</p> <p>I do not credit sources.</p>
Synthesizing Information	<p>I present a balanced, thoughtful analysis of my topic that clearly</p>	<p>I present a basic analysis of my topic that</p>	<p>I present a general analysis of my topic that</p>	<p>My analysis is vague or not evident and</p>

	<p>supports my central purpose or argument.</p> <p>I compare the advantages and disadvantages of my position and suggest alternate solutions.</p> <p>I predict probable consequences and provide convincing evidence to justify the best solution</p> <p>I evaluate multiple perspectives and proposed solutions by analyzing others' conclusions and arguments, identifying motives of groups or individuals, and identifying the impact on policies and then offer evidence as to why my proposed solution or position is more feasible.</p>	<p>reasonably supports my purpose or argument.</p> <p>I compare the advantages and disadvantages of my position.</p> <p>I provide evidence to support my position.</p> <p>I consider multiple perspectives and solutions and offer evidence as to why my solution or position is better.</p>	<p>somewhat supports my purpose or argument.</p> <p>I concentrate on the advantages of my position without really addressing the disadvantages well.</p> <p>I provide some evidence to support my position, but it is not convincing.</p> <p>I suggest others' point of view but discount it without offering evidence.</p>	<p>my purpose or argument is not clearly identified.</p> <p>I do not consider the disadvantages of my position, nor offer support for my position.</p> <p>I do not consider multiple perspectives.</p>
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