

**Research Process Rubric: Grades 7-8**

	<b>1--Beginner</b>	<b>2--Developing</b>	<b>3--Proficient</b>	<b>4--Exemplary</b>	<b>Comments</b>
<b>Focus</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Research Questions</li> <li>• Thesis</li> </ul>	Student's basic research question is vague. Related questions do not help answer basic question	Student's basic research question is focused and clear. Needs assistance developing related questions.	Student's basic research question is clear and complete. Related questions focus topic accurately.	Student's working thesis statement created and reflects research question. Search topic narrowed.	
<b>Organization</b> <ul style="list-style-type: none"> <li>• Topic/Subtopic</li> <li>• Outline/Graphic Organizer</li> </ul>	Student use of organizer is evident but content is inaccurate and incomplete.	Student's chosen organizer is appropriate for the purpose. Evidence of some organizational structure may be displayed.	Student's organizer is well developed for organizing research as well as developing the draft.	Student's organizer accurately reflects evidence of research and provides structure for the development of the draft.	
<b>Sources</b> <ul style="list-style-type: none"> <li>• Significant</li> <li>• Varied</li> <li>• Print or digital</li> </ul>	Student needs assistance in locating resources.	Student independently locates resources, but needs assistance with quantity, variety and reliability.	Student locates a variety of relevant resources using search criteria. Mostly demonstrates an understanding of reliable sources	Student accurately locates a variety of relevant resources. Selects reliable resources in a variety of formats.	
<b>Note Taking</b> <ul style="list-style-type: none"> <li>• Selecting information</li> <li>• Paraphrasing</li> <li>• Summarizing</li> </ul>	Student information may be irrelevant or incomplete. Details may be taken directly from the source and/or may not be	Student gathers information with some assistance. Only some information is summarized or paraphrased.	Student gathers accurate information independently. Evidence of paraphrasing and/or summarizing apparent.	Student gathers relevant information in a purposeful way. The Information is accurately paraphrased, quoted and/or summarized.	
<b>Documenting Sources</b> <ul style="list-style-type: none"> <li>• Works cited/Bibliography</li> <li>• Citation</li> </ul>	Citations are not listed by student, are incomplete or inaccurate.	Student citations display emerging MLA formatting. Many errors may exist.	Student's MLA format of Works Cited/Bibliography is evident with limited errors.	Student's MLA format of Works Cited/Bibliography is exact for a variety of sources. Few errors are evident.	
<b>Time Management</b> <ul style="list-style-type: none"> <li>• Deadlines</li> <li>• Goals</li> <li>• Time on task</li> </ul>	Direction of student may be needed to focus attention. Many time reminders are needed. Work may not be	Student needs time and focus reminders, but work is complete. Most intermittent deadlines are met.	Student needs minimal time reminders and work is completed on time. All intermittent deadlines are met.	Student time is wisely used and the work is completed on time.	