

Rubric for a Research Project

Student Name _____ Final Grade _____

	Thesis/ Problem/ Question	Information Seeking/ Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/ Process
4	Student posed a thoughtful, creative question that engaged him/her in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/ Works-Consulted pages/slides. Documentation is error-free.	Student effectively and creatively used appropriate communication tools to convey their conclusions. Product displays creativity and originality. Word choice is appropriate and sentences are varied. Writing has been carefully edited for grammar, punctuation and spelling.
3	Student posed a focused question involving him/her in challenging research.	Student gathered information from a variety of relevant sources--print and electronic	Student product shows that good effort was made in analyzing the evidence collected	Student logically organized the product and made good connections among ideas	Student documented sources with some care. Sources are cited, both in-text/in-product and on Works-Cited/ Works-Consulted pages/slides. Few errors noted.	Student effectively communicated the results of research to the audience. Some of the writing grabs the reader. Word choice is adequate and there is some sentence variety. There are few errors in grammar, punctuation and spelling.

2	Student constructed a question that lends itself to readily available answers	Student gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student could have put greater effort into organizing the product	Student needs to use greater care in documenting sources. Documentation was poorly constructed.	Student needs to work on communicating more effectively. Includes little variety in sentence types. Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.
1	Student relied on teacher-generated questions or developed a question requiring little creative thought.	Student gathered information that lacked relevance, quality, depth and/or balance.	Student conclusions simply involved restating information. Conclusions were not supported by evidence.	Student work is lacking logical or effective structure.	Student clearly plagiarized materials, or, there is no documentation.	Product does not effectively communicate research findings or ideas. Contains serious errors in the conventions of the English language.

**Teacher
Comments:**