Extended Learning Opportunities - Research Rubric

Exemplary	Proficient	Progressing	Beginning
The student evaluates and refines	The student formulates	The student uses an	The student
information-gathering strategies to	information-gathering strategies	information gathering	compiles
maintain his/her focus on targeted	to focus learning on targeted	strategy that allows him/her	information related
competencies. The student elaborates	competencies. The student	to add to his/her general	to the general
on: connections between the	communicates how he/she	body of knowledge. The	content of his/her
information gathered; how he/she	refines his/her learning based	student communicates the	learning goals.
refines his/her learning based on	on the information gathered.	relationship between the	
information gathered; and possible		information and the	
alternate directions for his/her		direction of his/her learning.	
learning.			
The student compares and contrasts	The student uses information	The student uses	The student uses
information from a variety of	from a variety of documented	information from sources	information from a
documented sources that represent	sources that represent multiple	representing a single	single source.
multiple perspectives related to his/her	perspectives related to his/her	perspective related to	
learning goals.	learning goals.	his/her learning goals.	
The student defends the	The student describes his/her	The student identifies	The student uses
inclusion/exclusion of information	choices to include/exclude	information connected to	information in
based on relevance to his/her learning	information based on relevance	his/her learning goal and/or	his/her ELO.
goals and/or essential question.	to his/her learning goals and/or	essential question.	
	essential question.		
The student defends the validity of	The student analyzes the	The student gathers	The student uses
information by evaluating the degree	validity of information by	information while checking	information from
of objectivity and accuracy of sources.	investigating the degree of	credibility of sources.	sources without
	objectivity and accuracy of		checking credibility.
The student demonstrates control of	The student demonstrates a	The student makes use of	The student makes
and fluency in applicable language,	command of applicable	applicable terms, concepts	use of applicable
offers a synthesis of the information	language, assesses and	or ideas. The student	terms, concepts or
with his/her essential question, and	organizes the connections	describes connections	ideas.
defends how he/she applies this	he/she has found between the	he/she has found between	iucas.
information to accomplishing his/her	information and his/her	the information, his/her	
learning/project goals.	essential question, and	essential question, and	
rearming, project gours.	describes how he/she applies	his/her learning/project	
	this information to his/her	goals.	
	learning/project goals.	5~~10.	
	rearring project goals.		