



## **TOOL // Research Rubric**

### **What is it used for?**

The rubric provides a guide for junior students completing a research booklet on a particular topic.

### **How do you use it?**

In writing and reading the teacher teaches students how to make jot notes and to take jot notes to write effective summaries. In media literacy students examine ways that messages are enhanced by graphics and how to appeal to an audience. Students apply the skills to complete a booklet about a particular subject. Students research their particular area writing jot notes as they go. They then use the jot notes to complete a booklet on their subject. The booklets are then shared with their classmates. Students are provided with a rubric before beginning and the teacher goes through it with them to help them develop success criteria. The rubric and success criteria are included in the booklet. Throughout the process students conference with the teacher and receive formative feedback. This feedback is recorded on the success criteria in one colour. When the assignment is complete the teacher will use the rubric to assess using another colour to highlight the final performance.

**Research Rubric**

**Name**

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p><b>Social Studies</b>                      Makes and follows a plan                      Gathers and organizes information                      Synthesizes information                      Demonstrates understanding of facts, terms and concepts                      Communicates information in visual and written form</p>	<p>Has difficulty making and following a simple plan                      Gathers limited information in a random way                      Has difficulty synthesizes information                      Demonstrates a limited understanding of a few facts, terms and concepts                      Communicates information in visual and written form in disorganized and incomplete way</p>	<p>Makes and follows a simple plan                      Gathers and organizes information some basic information                      With some support or direction synthesizes information                      Demonstrates a basic understanding of some facts, terms and concepts                      Communicates information in visual and written form simply</p>	<p>Makes and follows an appropriate plan                      Appropriately gathers and organizes information                      Appropriately synthesizes information                      Demonstrates a general understanding of facts, terms and concepts                      Communicates information in visual and written form with considerable effectiveness</p>	<p>Makes and follows an effective plan                      Effectively gathers and organizes information                      Effectively synthesizes information                      Demonstrates a thorough understanding of facts, terms and concepts                      Communicates information in visual and written form with a high degree of effectiveness</p>
<p><b>Reading</b>                      Reads and understands a variety of non-fiction and graphic text demonstrating an understanding through jot notes</p>	<p>Reads and understands a limited number of simple non-fiction and graphic text demonstrating a limited understanding through few relevant jot notes</p>	<p>Reads and understands some non-fiction and graphic text demonstrating a some understanding through some relevant jot notes</p>	<p>Reads and understands a variety of non-fiction and graphic text demonstrating a general understanding through sufficient relevant jot notes</p>	<p>Reads and understands a variety of non-fiction and graphic text demonstrating an understanding through extensive, relevant jot notes</p>
<p><b>Writing</b>                      Gathers, sorts and classifies information                      Identifies and orders main ideas and supporting details in a logical way                      Present information clearly and completely                      Uses sentences of different lengths and structures                      Applies conventions of spelling and punctuation</p>	<p>Gathers relevant and irrelevant information but has difficulty sorting and classifying, requires support                      orders main ideas and supporting details in a random way                      Present information unclearly and incompletely                      Uses some correctly structured simple and compound sentences                      Applies conventions of spelling and punctuation with several major errors or omissions</p>	<p>Gathers, sorts and classifies some basic information, may require some support                      Identifies and orders main ideas and supporting details in a somewhat logical way                      Present information somewhat clearly and completely                      Uses some sentences of different lengths and structures, may have some run on or incomplete                      Applies conventions of spelling and punctuation with several errors or omissions</p>	<p>Gathers, sorts and classifies information                      Identifies and orders main ideas and supporting details in a logical way                      Present information generally clearly and completely                      Uses sentences of different lengths and structures                      Applies conventions of spelling and punctuation with few errors or omissions</p>	<p>Gathers, sorts and classifies a variety of information                      Identifies and orders main ideas and supporting details in a highly logical way                      Present information clearly and completely                      Uses a number of sentences of different lengths and structures                      Applies conventions of spelling and punctuation with rarely any errors or omissions</p>
<p><b>Media</b>                      Uses appropriate illustrations and media techniques to enhance the message and appeal to an audience</p>	<p>Illustrations and media techniques do little to enhance the message and/or appeal to an audience</p>	<p>Uses some appropriate illustrations and media techniques to attempt to enhance the message and appeal to an audience</p>	<p>Uses appropriate illustrations and media techniques to enhance the message and appeal to an audience</p>	<p>Uses appropriate illustrations and media techniques to effectively enhance the message and appeal to an audience</p>



# Success Criteria

## Social Studies

- € I made a plan on how I was going to gather my information. (thought of questions, chose a graphic organizer, thought of sources of information)
- € I followed my plan changing it if I had trouble.
- € I gathered a lot of information from different sources.
- € I sorted my information as I gathered it into categories.
- € I put all the pieces of information together from different sources.

## Reading

- € As I read I stopped along the way and jotted down what were important ideas and information to remember.
- € I made sure I jotted only important facts not just interesting details.

## Writing

- € I sorted and classified my information by thinking about relationships and making connections among ideas and information.
- € I selected for possible topics and subtopics for my information and organized it under those titles and subtitles.
- € I thought about the main idea for each section and I chose the details that supported that main idea.
- € I made sure all my details supported the main idea for that section.
- € I reread my information to be sure it was complete and clear.
- € I revised my writing so I used sentences of different lengths and types.
- € I used transition words from the anchor chart to link my ideas and topics.
- € I checked that I had spelled words correctly and used capitals and periods in all the right spots.

## Media

- € I took my time and carefully did my illustrations and pictures neatly.
- € I included details in my background and pictures that helped my reader understand what I wrote.
- € I thought about colour, spacing and balance on my pages.