

# Rubric for Research a Change (page 1 of 2)

Level Criteria	4 Excellent WOW!	3 Proficient Yes!	2 Adequate Yes, but	1 Limited * Not yet	Insufficient/ Blank *
<b>Formulates research questions</b> (2.S.7.1, 2.S.7.2)	Develops <b>pertinent</b> research questions that reflect personal information need	Develops <b>important</b> research questions that reflect personal information need	Develops <b>appropriate</b> research questions that reflect personal information need	Develops research questions that are <b>inappropriate</b> for and/or <b>unrelated</b> to personal information need	No score is awarded because there is insufficient evidence of student performance based on the requirements of the performance task.
<b>Follows a plan for inquiry</b> (2.S.7.3)	Creates and follows a plan for inquiry that includes <b>precise</b> and <b>purposeful</b> steps	Creates and follows a plan for inquiry that includes <b>specific</b> and <b>logical</b> steps	Creates and follows a plan for inquiry that includes <b>simplistic</b> yet <b>reasonable</b> steps	Creates a plan for inquiry that is <b>vague</b> and <b>haphazard</b> and does little to assist the research process	
<b>Accesses and retrieves information from electronic sources</b> (2.S.7.4)	Accesses and retrieves <b>significant</b> information from electronic sources	Accesses and retrieves <b>relevant</b> information from electronic sources	Accesses and retrieves <b>superficial</b> information from electronic sources	Accesses and retrieves <b>trivial</b> information from electronic sources	
<b>Identifies community change</b> (2.2.7.1)	Identifies <b>significant</b> change within the community and provides <b>comprehensive</b> information regarding the change	Identifies <b>important</b> change within the community and provides <b>detailed</b> information regarding the change	Identifies <b>appropriate</b> change within the community and provides <b>partial</b> information regarding the change	<b>Has difficulty</b> identifying a suitable change within the community and provides only <b>sketchy</b> information regarding the change	
<b>Uses technology to support presentation</b> (2.S.8.4, 2.S.8.6)	Uses technology <b>skillfully</b> to create a visual that informs and interests the audience	Creates a visual that <b>effectively</b> informs and interests the audience	Creates a visual that <b>generally</b> informs and interests the audience	Creates visual that <b>does little</b> to inform and interest the audience	
<b>Presents orally</b> (2.S.8.1)	Presents orally to <b>enhance</b> audience understanding	Presents orally to <b>support</b> audience understanding	Presents orally to <b>partially support</b> audience understanding	Presents orally in a way that <b>does little to assist</b> audience understanding	

\* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

# Rubric for Research a Change (page 2 of 2)

## Student Learning Goals

I did a good job on my inquiry project. Please notice \_\_\_\_\_

---

---

---

This part was hard for me: \_\_\_\_\_

---

---

---

If I could do another inquiry project, here's what I would do differently:

---

---

---

---