

Extended Learning Opportunities - Research Rubric

4 Exemplary	3 Proficient	2 Progressing	1 Beginning
The student evaluates and refines information-gathering strategies to maintain his/her focus on learning goals.. The student elaborates on: connections between the information gathered; how he/she refines his/her learning based on information gathered; and possible alternate directions for his/her learning.	The student formulates information-gathering strategies to focus learning goals. The student communicates how he/she refines his/her learning based on the information gathered.	The student uses an information gathering strategy that allows him/her to add to his/her general body of knowledge. The student communicates the relationship between the information and the direction of his/her learning.	The student compiles information related to the general content of his/her learning goals.
The student compares and contrasts information from a variety of documented sources that represent multiple perspectives related to his/her learning goals.	The student uses information from a variety of documented sources that represent multiple perspectives related to his/her learning goals.	The student uses information from sources representing a single perspective related to his/her learning goals.	The student uses information from a single source.
The student defends the inclusion/exclusion of information based on relevance to his/her learning goals.	The student describes his/her choices to include/exclude information based on relevance to his/her learning goals.	The student identifies information connected to his/her learning goal.	The student uses information in his/her ELO.
The student defends the validity of information by evaluating the degree of objectivity and accuracy of sources.	The student analyzes the validity of information by investigating the degree of objectivity and accuracy of sources.	The student gathers information while checking credibility of sources.	The student uses information from sources without checking credibility.
The student demonstrates control and fluency in applicable language, offers a synthesis of the information with his/her learning goals, and defends how he/she applies this information to accomplishing his/her learning/project goals.	The student demonstrates a command of applicable language, assesses and organizes the connections he/she has found between the information and his/her learning goals, and describes how he/she applies this information to his/her learning/project goals.	The student makes use of applicable terms, concepts or ideas. The student describes connections he/she has found between the information, his/her learning goals, and his/her learning/project goals.	The student makes use of applicable terms, concepts or ideas.

Evaluator(s):

Evaluator Comments:

Evaluator Assessment: 1 2 3 4