## **Extended Learning Opportunities - Research Rubric**

4 Exemplary	3 Proficient	2 Progressing	1 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 learning	to focus learning goals. The	strategy that allows him/her	information related
goals The student elaborates on:	student communicates how	to add to his/her general	to the general
connections between the information	he/she refines his/her learning	body of knowledge. The	content of his/her
gathered; how he/she refines his/her	based on the information	student communicates the	learning goals.
learning based on information	gathered.	relationship between the	
gathered; and possible alternate		information and the	
directions for his/her learning.		direction of his/her 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.	his/her ELO.
goals.	to his/her learning goals.		
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.
	sources.		
The student demonstrates control and	The student demonstrates a	The student makes use of	The student makes
fluency in applicable language, offers	command of applicable	applicable terms, concepts	use of applicable
a synthesis of the information with	language, assesses and	or ideas. The student	terms, concepts or
his/her learning goals, and defends	organizes the connections	describes connections	ideas.
how he/she applies this information to	he/she has found between the	he/she has found between	
accomplishing his/her learning/project	information and his/her	the information, his/her	
goals.	learning goals, and describes	learning goals, and his/her	
	how he/she applies this	learning/project goals.	
	information to his/her		
	learning/project goals.		

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**Evaluator Comments:** 

Evaluator Assessment: 1 2 3 4