

# Research Process Rubric – Grade 6

	4	3	2	1
<b>Defines Task</b>	<ul style="list-style-type: none"> <li>independently identifies and narrows topic or problem</li> <li>independently asks specific questions to thoroughly explore topic or problem</li> <li>applies knowledge of media center organization to independently locate sources</li> <li>independently locates information from more than 3 sources (i.e. print and/or online sources)</li> </ul>	<ul style="list-style-type: none"> <li>identifies topic or problem; needs minimal assistance narrowing topic or problem</li> <li>asks questions to explore topic or problem with minimal assistance</li> <li>with minimal assistance, locates sources</li> <li>locates information from 3 sources (i.e. print and/or online sources) with minimal assistance</li> </ul>	<ul style="list-style-type: none"> <li>needs much assistance identifying and narrowing topic or problem</li> <li>asks one or two questions in an attempt to explore topic or problem</li> <li>needs much assistance to locate sources</li> <li>locates information from 1 or 2 sources (i.e. print and/or online sources) with much assistance</li> </ul>	<ul style="list-style-type: none"> <li>unable to identify topic or problem without one-to-one assistance</li> <li>unable to ask questions related to topic or problem</li> <li>needs one-to-one assistance to locate available sources</li> <li>needs one-to-one assistance to identify available sources</li> </ul>
<b>Seeks Information</b>	<ul style="list-style-type: none"> <li>utilizes a note-taking organizer independently</li> <li>independently determines importance of information to answer questions</li> <li>independently takes meaningful notes to answer research questions</li> <li>notes are paraphrased in an organized format</li> <li>independently &amp; accurately cites all sources using a "works cited" page</li> </ul>	<ul style="list-style-type: none"> <li>utilizes a note-taking organizer with minimal assistance</li> <li>determines most important information from the resources with minimal assistance</li> <li>takes notes to answer research questions with minimal assistance</li> <li>most notes are paraphrased</li> <li>cites sources using a "works cited" page with some assistance &amp;/or a few errors</li> </ul>	<ul style="list-style-type: none"> <li>uses a note-taking organizer with much assistance</li> <li>needs much assistance to determine important information</li> <li>needs much assistance with note-taking to answer research questions</li> <li>some notes are paraphrased; some notes are sentences</li> <li>cites sources using a "works cited" page with much assistance &amp;/or many errors</li> </ul>	<ul style="list-style-type: none"> <li>needs one-to-one assistance to use a note-taking organizer</li> <li>needs one-to-one assistance to determine important information</li> <li>needs one-to-one assistance to take notes to answer research questions</li> <li>notes are not paraphrased; most notes are sentences</li> <li>unable to cite sources without direct teacher assistance</li> </ul>
<b>Reads &amp; Records Information</b>	<ul style="list-style-type: none"> <li>converts notes into well-crafted, paraphrased sentences</li> <li>writes a variety of clear, precise topic sentences for all questions independently</li> <li>supporting details add interest and provide explanation for topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>converts notes into paraphrased sentences with minimal assistance</li> <li>writes topic sentences for all questions with minimal assistance</li> <li>most topic sentences have supporting details</li> </ul>	<ul style="list-style-type: none"> <li>converts notes into paraphrased sentences with much assistance</li> <li>writes topic sentences for most of the paragraphs with much assistance</li> <li>some topic sentences have supporting details</li> </ul>	<ul style="list-style-type: none"> <li>one-to-one assistance needed to convert notes into paraphrased sentences</li> <li>does not include topic sentences</li> <li>limited or unrelated details</li> </ul>
<b>Synthesizes Information</b>				

# Research Written Product Rubric - Grade 6

	4	3	2	1
	Stronger than Weak			Weaker than Strong
Ideas	<ul style="list-style-type: none"> <li>demonstrates in-depth understanding of topic; <b>well developed and engaging</b></li> <li>conveys <b>specific, relevant</b> supporting details <b>throughout</b> written product</li> <li><b>compelling</b> introduction with thesis statement</li> <li><b>engaging and informative</b> body of text</li> <li><b>concise</b> conclusion <b>impacts reader</b></li> <li>logical sequence with <b>effective</b> transitions <b>clearly</b> connects ideas</li> <li><b>consistently</b> and successfully matches purpose for writing</li> <li><b>consistently</b> and successfully connects with audience</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates understanding of topic; <b>adequately developed</b></li> <li>conveys relevant supporting details throughout <b>most</b> of written product</li> <li><b>basic</b> introduction with <b>thesis statement attempted</b></li> <li><b>informative</b> body of text</li> <li><b>clear</b> conclusion</li> <li><b>logical sequence</b> with transitions to connects ideas</li> <li>matches purpose for writing throughout <b>most</b> of written product</li> <li><b>connects</b> with audience</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates understanding of topic; <b>may not be developed</b></li> <li>includes <b>basic</b> supporting details</li> <li>attempts introduction with <b>no thesis statement</b></li> <li>body of text present; <b>facts are not connected</b></li> <li><b>weak</b> conclusion</li> <li><b>weak</b> sequence with <b>few</b> transitional words to connects ideas</li> <li><b>ineffective purpose</b> for writing</li> <li>some <b>attempt</b> to connect with audience</li> </ul>	<ul style="list-style-type: none"> <li><b>limited</b> understanding of topic</li> <li>includes <b>limited</b> supporting details using random ideas</li> <li>introduction is <b>not evident</b></li> <li>body consists of <b>list of facts</b></li> <li><b>lacks</b> conclusion</li> <li><b>lacks</b> sequence; transitions are missing</li> <li><b>lacks</b> a purpose for writing</li> <li>does <b>not connect</b> with audience</li> </ul>
Organization	<ul style="list-style-type: none"> <li>varied and <b>complex language</b> reflects learning <b>throughout</b> written product</li> <li>understanding of complex words is evident <b>throughout</b> written product</li> <li>uses varied and effective sentences that <b>flow naturally</b> throughout written product</li> <li><b>varied sentence</b> beginnings, lengths and patterns that flow smoothly and naturally</li> </ul>	<ul style="list-style-type: none"> <li>language is varied <b>throughout most</b> of written product</li> <li>writer uses <b>most complex words</b> appropriately</li> <li>uses varied sentences that flow <b>throughout most</b> of written product</li> <li><b>some varied</b> sentence beginnings, lengths and patterns that flow in a routine manner</li> </ul>	<ul style="list-style-type: none"> <li><b>lacks variety</b>; words are repeated throughout written product</li> <li>writer uses <b>some complex words</b> inappropriately</li> <li>uses <b>limited variety</b> of sentences that include run-ons or fragments</li> <li>sentence beginnings, lengths and patterns <b>seldom vary</b></li> </ul>	<ul style="list-style-type: none"> <li>uses <b>simple words</b> to portray ideas</li> <li>writer does <b>not use complex words</b></li> <li><b>lacks</b> sentence structure</li> <li><b>lacks</b> sentence variety; difficult to follow</li> </ul>
Voice	<ul style="list-style-type: none"> <li>paraphrasing is <b>sound</b></li> <li>grammar is <b>correct</b></li> </ul>	<ul style="list-style-type: none"> <li>paraphrasing <b>mostly successful</b></li> <li>grammar is <b>mostly correct</b></li> </ul>	<ul style="list-style-type: none"> <li>paraphrasing is <b>weak</b></li> <li><b>frequent</b> grammar errors; maintains meaning</li> <li><b>frequent</b> punctuation, capitalization errors; <b>maintains meaning</b></li> <li><b>frequent</b> spelling errors; <b>maintains meaning</b></li> </ul>	<ul style="list-style-type: none"> <li><b>lacks</b> paraphrasing</li> <li>grammar errors <b>interfere</b> with communication</li> <li>punctuation and capitalization errors <b>interfere with communication</b></li> <li>spelling errors <b>interfere with communication</b></li> </ul>
Word Choice	<ul style="list-style-type: none"> <li>punctuation and capitalization are <b>correct</b></li> <li>spelling is <b>correct</b></li> </ul>	<ul style="list-style-type: none"> <li>punctuation and capitalization are <b>mostly correct</b></li> <li>spelling is mostly correct</li> </ul>	<ul style="list-style-type: none"> <li><b>lacks</b> punctuation and capitalization errors; <b>maintains meaning</b></li> <li><b>frequent</b> spelling errors; <b>maintains meaning</b></li> </ul>	<ul style="list-style-type: none"> <li><b>lacks</b> punctuation and capitalization errors; <b>maintains meaning</b></li> <li><b>frequent</b> spelling errors; <b>maintains meaning</b></li> </ul>
Sentence Fluency	<ul style="list-style-type: none"> <li>uses varied and effective sentences that <b>flow naturally</b> throughout written product</li> <li><b>varied sentence</b> beginnings, lengths and patterns that flow smoothly and naturally</li> </ul>	<ul style="list-style-type: none"> <li>uses varied sentences that flow <b>throughout most</b> of written product</li> <li><b>some varied</b> sentence beginnings, lengths and patterns that flow in a routine manner</li> </ul>	<ul style="list-style-type: none"> <li><b>lacks variety</b>; words are repeated throughout written product</li> <li>writer uses <b>some complex words</b> inappropriately</li> <li>uses <b>limited variety</b> of sentences that include run-ons or fragments</li> <li>sentence beginnings, lengths and patterns <b>seldom vary</b></li> </ul>	<ul style="list-style-type: none"> <li>uses <b>simple words</b> to portray ideas</li> <li>writer does <b>not use complex words</b></li> <li><b>lacks</b> sentence structure</li> <li><b>lacks</b> sentence variety; difficult to follow</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>paraphrasing is <b>sound</b></li> <li>grammar is <b>correct</b></li> <li>punctuation and capitalization are <b>correct</b></li> <li>spelling is <b>correct</b></li> </ul>	<ul style="list-style-type: none"> <li>paraphrasing <b>mostly successful</b></li> <li>grammar is <b>mostly correct</b></li> <li>punctuation and capitalization are <b>mostly correct</b></li> <li>spelling is mostly correct</li> </ul>	<ul style="list-style-type: none"> <li>paraphrasing is <b>weak</b></li> <li><b>frequent</b> grammar errors; maintains meaning</li> <li><b>frequent</b> punctuation, capitalization errors; <b>maintains meaning</b></li> <li><b>frequent</b> spelling errors; <b>maintains meaning</b></li> </ul>	<ul style="list-style-type: none"> <li><b>lacks</b> paraphrasing</li> <li>grammar errors <b>interfere</b> with communication</li> <li>punctuation and capitalization errors <b>interfere with communication</b></li> <li>spelling errors <b>interfere with communication</b></li> </ul>

## Revising Steps

### A Checklist for Students

Read the checklist to yourself. Then, read your draft orally and indicate your responses to the following statements. Put a check in the box that matches your thought about each statement.

Statement	True	False	More revision
1. I've read my research paper aloud, and it sounds the way it should.			
2. The leading paragraph hooks the reader into reading my paper. I have included a thesis statement in my first paragraph.			
3. I've read the first sentence of each paragraph, and the thoughts flow in a way that makes sense.			
4. I haven't repeated myself in ideas or words I've used.			
5. I didn't find any thoughts confusing, unfinished, or awkwardly worded.			
6. Specialized vocabulary is explained in the context of the sentences.			
7. I've said what I wanted to say in my research paper by answering all my questions.			
8. The closing paragraph finished the research paper off in a satisfying way. My closing paragraph restates or repeats my thesis statement.			
9. I can point to a number of things that I like about my research project. I have put stars by these places.			
10. I know there is an area in my research paper that might need more revision.			
11.			

Author \_\_\_\_\_

Date \_\_\_\_\_

Writing Traits	What I like...	Something to think about...
<p>Ideas and Content</p> <ul style="list-style-type: none"><li>• Narrowed focus</li><li>• Details</li><li>• Writes from experience</li><li>• Is an expert on topic</li></ul>		
<p>Organization</p> <ul style="list-style-type: none"><li>• Strong lead</li><li>• Strong ending</li><li>• Order/sequencing</li><li>• Transitions</li><li>• Plot flows from conflict to resolution</li><li>• Complete Exposition</li></ul>		
<p>Voice</p> <ul style="list-style-type: none"><li>• Feelings, emotions</li><li>• Sounds like the author</li><li>• Tone matches purpose</li><li>• Dialogue voice seems realistic</li></ul>		
<p>Word Choice</p> <ul style="list-style-type: none"><li>• Showing not telling</li><li>• Using Wonderful words</li><li>• Exact verbs</li><li>• Exploded moments</li></ul>		
<p>Sentence Fluency</p> <ul style="list-style-type: none"><li>• Smooth, flowing</li><li>• Variety of sentences</li><li>• Variety of sentence beginnings</li></ul>		

Reviewed by \_\_\_\_\_

Author \_\_\_\_\_

Date \_\_\_\_\_

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Reviewed by \_\_\_\_\_