

# Grades 11/12 *FINDS* Research Process Model Rubric

## CCSS ELA (Writing Standard) Research to Build and Present Knowledge

### 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Common Core State Standard:**

CCLA W.1112.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCLA W.1112.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCLA W.91112.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Performance Task:**

Student locates key facts or information related to the research topic and demonstrates understanding of the *FINDS* research process by creating and presenting a group or individual research project.

**4****FOCUS-INVESTIGATE-NOTE & EVALUATE, DEVELOP and SCORE**

- Develop and use a variety of evaluative strategies to assess information product.
- Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations.
- Make recommendations for ways to improve search strategies.
- Select a presentation format appropriate for topic. Choose a presentation method based on appropriateness and personal preference.
- Analyze and synthesize collected information to draw conclusions for product development.
- Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).
- Effectively share knowledge through communication with others. Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.
- Locate print and digital resources related to the research topic. Show understanding of copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and in-text citations when appropriate.
- Apply evaluative criteria to select the best resources.
- Demonstrate understanding of how information is organized and located.
- Narrow or broaden topic and write a thesis sentence
- Define search terms.  Outline a search plan and timeline.

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**3****FOCUS-INVESTIGATE-NOTE & EVALUATE, DEVELOP**

- Select a presentation format appropriate for topic.
- Analyze and synthesize collected information.
- Use resources and/or technology to create a quality project.
- Effectively share knowledge through communication with others.
- Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).
- Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).
- Compile notes using strategies such as graphic organizers, or note cards.
- Identify author's perspective in ideas and information. Recognize that ideas and information can be enhanced or distorted (e.g., persuasion or propaganda).
- Locate print and digital resources related to the research topic. Differentiate between fiction and nonfiction, fact and opinion. Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.
- Apply evaluative criteria to select the best resources.
- Demonstrate understanding of how information is organized and located.
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**2****FOCUS-INVESTIGATE-NOTE & EVALUATE**

- Locate print and digital resources related to the research topic.
- Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.
- Demonstrate understanding of how information is organized and located.
- Exhibit responsible care and use of materials and resources (*follow copyright, Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.*)
- Select a variety of information sources representing a range of viewpoints and formats.
- Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).
- Use online sources (e.g., catalog, subscription encyclopedias, periodical and reference databases) and preselected Internet sites, (e.g. Florida Memory Project).
- Use online public access catalogs (Destiny) in the local school, district, and public libraries.
- Sequence the steps in the research process.
- Narrow or broaden topic and write a thesis sentence.
- Determine how much information is needed.
- Define search terms.  Outline a search plan and timeline.

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**1**

**FOCUS:**

- Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in-group.
- Generate presearch questions through brainstorming and use of graphic organizers.
- Narrow or broaden topic and write a thesis sentence.
- Recognize need for multiple sources.
- Define search terms (e.g., Boolean search operators, alternate terms, keywords).
- Outline a search plan and timeline. (topic and subtopics; keywords and alternate terms; presearch questions; thesis or statement of purpose, possible information sources; people to provide assistance with research, e.g., teacher, parents, school and/or public librarian) and due dates for project.