

Sample Rubric for Inquiry and Research Skills and Strategies

	Level 3	Level 2	Level 1
Questions, plans, focuses, and locates information	Identifies independently questions, problem, or issue to research; narrows questions, problem, or issue; collects important information independently.	Formulates questions about topic with teacher help; focuses with teacher help; collects some information independently.	Relies on teacher to state questions; needs to be given a focus; needs help finding some information on topic.
Gathers, sorts, and evaluates information	Collects, sorts, and evaluates important information independently.	Collects and sorts some information but not certain of its use or validity.	Wanders from source to source without trying to determine what will be most helpful.
Records, organizes, and prepares findings	Organizes important supporting information related to focus. Independently draws conclusions.	Organizes some information related to focus and looks for missing information.	Loses track of most important information and reaches a hasty conclusion.
Presents, reports, and exchanges findings	Creates and presents an original product that effectively addresses the original questions, problem, or issue.	Creates and presents a product that offers some insight but is not complete.	Creates and presents a product that does not address the inquiry or research focus.

Comments:

Note: In arts education, students will often be encouraged to present their research findings by incorporating their research into their arts expressions and creative presentations.

Sample rubric is copied from English Language Arts: A Curriculum Guide for the Elementary Level (K-5). Saskatchewan Learning, January 2002.