RESEARCH CRITERIA MATRIX GRADES 9-12

RESEARCH CRITERIA (PAGE 1)		THE RESEARCHER...	GRADES 9-10 INDICATORS	GRADES 11-12 INDICATORS
I. SETTING DIRECTION FOR INQUIRY AND RESEARCH	**Setting direction for research**	Clearly identifies what he/she wants to know, poses a general research problem, and/or frames or responds to broad, direction setting questions. [W7]	States what he/she wants to know, identifies a research problem, and/or frames or responds to broad direction setting questions.	States what he/she wants to know, identifies a concise and feasible research problem, and/or frames or responds to broad direction setting questions.
	Framing inquiry paths	Identifies promising possible paths for research and frames focused inquiry questions related to each path. [W7]	Identifies themes and patterns after brainstorming several questions and categorizes them into inquiry paths.	After brainstorming, creates concrete inquiry paths, and writes focused questions for each inquiry path.
	Posing inquiry questions	Poses a variety of relevant questions of appropriate focus, scope, and utility. [W7]	Asks a variety of questions of appropriate scope and utility to address inquiry paths.	Poses increasingly focused questions of appropriate scope and utility to address inquiry paths.
II. MANAGING AND EVALUATING RESEARCH PROCESSES	**Forming a research plan, strategy, and frame**	Develops, records and communicates a coherent plan for research based on inquiry question or problem. [W7]	Develops and records a coherent plan for research based on inquiry question or problem.	Develops and records a coherent plan for research that reflects a purposeful and clear understanding of the inquiry question or problem.
	Monitoring and evaluating progress and sufficiency	Continuously monitors direction and content of research to assess progress and sufficiency of information to address inquiry questions. [W7]	Periodically checks on research progress and determines if information is sufficient to address inquiry paths and questions.	Continuously monitors direction and content of research, assessing the quality and sufficiency of information to address inquiry paths and questions.
	Collaborating and responding to feedback	Actively participates in collaborative discussions and peer reviews; considers ideas and feedback from peers when setting/refocusing direction for research. [W7; SL1,4]	Expresses a comprehensive viewpoint of his/her topic in discussion with peers and the class. Uses peer feedback to guide planning and decision making.	Expresses a comprehensive viewpoint of his/her topic in discussion with peers and the class, citing specific strengths and deficiencies in answering their inquiry questions. Responds to feedback from peer reviews thoughtfully and strategically.
	Refocusing inquiry	Reflects on, rethinks, reframes or further focuses questions and inquiry paths in light of emerging research; narrows, broadens, or extends research based on revised research plan. [W7]	Makes decisions on research direction based on reviews of annotations and notes and relevance to inquiry questions.	Makes strategic decisions and changes in inquiry paths based on reviews of annotations and notes, and assessments of sources.

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RESEARCH CRITERIA (PAGE 2)		THE RESEARCHER...	GRADES 9-10 INDICATORS	GRADES 11-12 INDICATORS
III. GATHERING AND ASSESSING SOURCES	**Initial research - building background and a research base**	Explores sources of information about a topic to build knowledge and determine interest and focus. [W7]	Identifies several sources (internet, library, etc.) for research and describes potential sources.	Uses several types of sources (internet, library, expert interviews, etc.) for research and accurately describes potential sources.
	Conducting inquiry-driven searches	Conducts strategic searches for sources of information that are directly related to inquiry questions. [W8]	Uses inquiry questions to drive research and identify sources.	Uses inquiry questions for all inquiry paths to identify relevant sources.
	Assessing sources for credibility and relevance	Assesses sources for the credibility of their information and their utility for research purposes. [W8]	Identifies the utility of a source and explains why a particular source does or does not help respond to an inquiry question.	Identifies and accurately rates the utility of several sources; explains why sources do or do not help advance an inquiry path.
	Assessing/comparing perspectives and bias	Assesses sources for their perspective and potential bias on the research topic; compares perspectives across multiple sources. [W8]	Identifies the perspectives and/or biases in various sources as related to the topic and inquiry path.	Identifies the perspective and/or bias of a potential source, accurately describes whether the source can still be used, and purges source if necessary. Compares and balances perspectives across multiple sources.
	Redirecting searches	Redirects searches in response to new knowledge and inquiry questions.	Detects necessary changes to inquiry path questions and adjusts the search accordingly.	Critically compares and contrasts inquiry questions with new information in potential sources and adjusts the search accordingly.
IV. ANALYZING/ INTEGRATING/ SYNTHESIZING INFORMATION	**Analyzing sources for inquiry purposes**	Reads sources closely and analyzes their details, ideas, language, and perspective in relationship to inquiry questions. [W8]	Analyzes details, ideas, language, and perspectives, and takes notes for each source to determine how it answers inquiry questions.	Analyzes details, ideas, language, and perspective and takes detailed notes for each source to determine how it answers inquiry questions.
	Evaluating sources for evidence, claims, and arguments	Reads sources closely to delineate and analyze their claims, supporting evidence, and argumentation; evaluates sufficiency of evidence and validity of reasoning. [W9]	Identifies the main claims made in a source and the evidence presented in support; evaluates arguments as valid or not, based on evidence and reasoning.	Delineates and analyzes the claims and argumentation presented in a source; evaluates sufficiency of evidence and validity of reasoning.
	Identifying fallacious or unsupported reasoning	Challenges and/or rejects sources that present unsupported claims, fallacious reasoning, and/or overly biased perspectives. [W9]	Explains why a given source does not present claims or arguments supported by evidence; rejects such sources.	Challenges and/or rejects sources that present unsupported claims, fallacious reasoning, and/or overly biased perspectives.
	Integrating information across sources	Integrates and synthesizes relevant ideas and information from multiple sources to develop evidence-based claims that are aligned with inquiry questions. [W7,8]	Reorganizes details and ideas from multiple sources to address an inquiry path; develops an evidence-based claim that responds to an inquiry question(s).	Reorganizes details and ideas from multiple sources that address inquiry paths and recognizes paths/questions with insufficient support; develops concise evidence-based claims that are aligned with supported inquiry questions.
	Demonstrating understanding	Produces a set of evidence-based claims that demonstrate accurate and deepening understanding of the research topic. [W7,8,9]	Produces claims that are supported by researched evidence and that indicate accurate understanding of the research topic.	Produces a comprehensive and integrated set of evidence-based claims that demonstrates accurate and deepening understanding of the research topic.

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V. RECORDING AND ORGANIZING INFORMATION	**Paraphrasing, quoting and referencing sources**	Records relevant and important information through reference quotations or accurate paraphrasing; accurately cites location of noted information. [W7,8]	Accurately paraphrases the source and provides a citation when directly quoting from the source.	Accurately and concisely paraphrases relevant information from sources and uses proper citation when quoting.
	Organizing researched information	Organizes researched information into logical categories that address inquiry paths and will provide structure for communication and writing. [W7,8]	Organizes information into relevant inquiry paths to set a clear and useable structure and sequence for writing from research.	Organizes information into relevant inquiry paths and makes connections within the research framework to set a coherent and unified structure for research-based arguments and/or other communications.
	Annotating notes-making connections and observations	Makes notes about recorded information that express insightful, supported observations and connections. [W8]	Marks key information, makes initial impressions, identifies additional research needs, and inserts codes to link information to inquiry paths.	Marks key information, makes initial impressions, connections, and inferences with increasing precision; identifies additional research routes; inserts codes to link information to inquiry paths.
	Reorganizing information in response to inquiry questions and purposes	Re-organizes information based on deepening understanding of topic and refining of inquiry questions. [W7]	Purposefully reviews information in notes for patterns, ideas, and evidence related to research questions; re-organizes notes and information accordingly.	Critically reviews information in notes for patterns, ideas, and evidence related to research questions; re-organizes notes and information to best address evolving inquiry paths.
VI. DEVELOPING AND COMMUNICATING AN EVIDENCE-BASED PERSPECTIVE	**Forming a position in response to inquiry questions**	Forms a position that accounts for the various paths of inquiry and is supported and informed by evidence from research. [W9]	States an understanding, position or perspective that has resulted from and is supported by researched information.	Forms, develops, and communicates a thoughtful position or perspective that is directly and strongly supported by evidence from research.
	Supporting analysis and claims	Identifies and organizes valid and sufficient evidence to support analysis and claims derived from sources. [W9]	Compiles and organizes evidence from research purposefully to support claims and explain an understanding, position, or perspective.	Strategically analyzes and organizes valid and sufficient researched evidence to develop and support a position or perspective.
	Organizing claims and evidence to meet a research purpose	Builds and connects claims into a coherent and supported perspective; organizes evidence and analysis from research to support desired tasks and purposes. [W9]	Analyzes relationships among evidence-based claims and links them into a logical sequence to explain an understanding, position, or perspective.	Analyzes relationships among evidence-based claims and links them into a coherent, logical sequence as premises in an evidence-based argument or components of a supported explanation of a position or perspective.
	Communicating a position for a specific purpose and audience	Communicates and explains a position or perspective in an ordered, logical sequence of evidence and analysis to demonstrate understanding of topic. [W9]	Based on identified purpose, produces a plan, explanation, argument, or reflective narrative that communicates a defensible research-based perspective and its component claims.	Based on identified purpose, produces a plan, explanation, argument, or reflective narrative that communicates an insightful and defensible research-based perspective and its component claims.

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