**Research Report**

|  |  |  |
| --- | --- | --- |
| Teacher Name: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Student Name: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| CATEGORY |  | 10 | 9 | 8 | 7 |
| Graphic Organizer |  | Graphic organizer or | Graphic organizer or | Graphic organizer or | Graphic organizer or |
|  |  | outline has been | outline has been | outline has been started | outline has not been |
|  |  | completed and | completed and shows | and includes some | attempted. |
|  |  | shows clear, logical | clear, logical | topics and subtopics. |  |
|  |  | relationships | relationships |  |  |
|  |  | between all topics | between most topics |  |  |
|  |  | and subtopics. | and subtopics. |  |  |
|  |  |  |  |  |  |
| Organization |  | Information is very | Information is | Information is | The information |
|  |  | organized with well‐ | organized with well‐ | organized, but | appears to be |
|  |  | constructed | constructed | paragraphs are not well‐ | disorganized. |
|  |  | paragraphs and | paragraphs. | constructed. |  |
|  |  | subheadings. |  |  |  |
|  |  |  |  |  |  |
| Amount of |  | All topics are | All topics are | All topics are | One or more topics |
| Information |  | addressed and all | addressed and most | addressed, and most | were not addressed. |
|  |  | questions answered | questions answered | questions answered |  |
|  |  | with at least 2 | with at least 2 | with 1 sentence about |  |
|  |  | sentences about | sentences about | each. |  |
|  |  | each. | each. |  |  |
| Quality of |  | Information clearly | Information clearly | Information clearly | Information has little |
| Information |  | relates to the main | relates to the main | relates to the main | or nothing to do with |
|  |  | topic. It includes | topic. It provides 1‐2 | topic. No details and/or | the main topic. |
|  |  | several supporting | supporting details | examples are given. |  |
|  |  | details and/or | and/or examples. |  |  |
|  |  | examples. |  |  |  |
| Mechanics |  | No grammatical, | Almost no | A few grammatical | Many grammatical, |
|  |  | spelling or | grammatical, spelling | spelling, or punctuation | spelling, or |
|  |  | punctuation errors. | or punctuation errors | errors. | punctuation errors. |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CATEGORY |  | 10 | 9 | 8 | 7 |
| Internet Use | Successfully uses | Usually able to use | Occasionally able to use | Needs assistance or |
|  | suggested internet | suggested internet | suggested internet links | supervision to use |
|  | links to find | links to find | to find information and | suggested internet |
|  | information and | information and | navigates within these | links and/or to |
|  | navigates within | navigates within | sites easily without | navigate within |
|  | these sites easily | these sites easily | assistance. | these sites. |
|  | without assistance. | without assistance. |  |  |
|  |  |  |  |  |
| Diagrams and | Diagrams and | Diagrams and | Diagrams and | Diagrams and |
| Illustrations | illustrations are | illustrations are | illustrations are neat | illustrations are not |
|  | neat, accurate and | accurate and add to | and accurate and | accurate OR do not |
|  | add to the reader's | the reader's | sometimes add to the | add to the reader's |
|  | understanding of | understanding of the | reader's understanding | understanding of the |
|  | the topic. | topic. | of the topic. | topic. |
|  |  |  |  |  |
| Sources | All sources | All sources | All sources (information | Some sources are |
|  | (information and | (information and | and graphics) are | not accurately |
|  | graphics) are | graphics) are | accurately documented, | documented. |
|  | accurately | accurately | but many are not in the |  |
|  | documented in the | documented, but a | desired format. |  |
|  | desired format. | few are not in the |  |  |
|  |  | desired format. |  |  |
| Notes | Notes are recorded | Notes are recorded | Notes are recorded. | Notes are recorded |
|  | and organized in an | legibly and are |  | only with |
|  | extremely neat and | somewhat organized. |  | peer/teacher |
|  | orderly fashion. |  |  | assistance and |
|  |  |  |  | reminders. |
|  |  |  |  |  |