ELO Research Rubric				
Performance Traits	1 Beginning	2 Progressing	3 Proficient	4 Exemplary
How does the student gather and use information to guide their learning? (eg. expand or refine/narrow learning goals, generate supporting questions or revise EQ identify additional sources)	The student compiles information related to the general content of their learning goals.	The student uses an information gathering strategy that allows them to add to their general body of knowledge. The student communicates the relationship between the information and the direction of their learning.	The student formulates information-gathering strategies to focus learning on targeted competencies. The student communicates how they refine their learning based on the information gathered.	The student evaluates and refines information-gathering strategies to maintain their focus on targeted competencies. The student elaborates on connections between the information gathered and possible alternate directions for their learning.
Is the information from the research integrated and applied to the ELO process (eg. reflection, product, research notes, presentation, etc…)?	The student makes use of applicable terms, concepts or ideas.	The student makes use of applicable terms, concepts or ideas. The student describes connections they have found between the information, their EQ, and their learning/project goals.	The student demonstrates a command of applicable language, assesses and organizes the connections they have found between the information and their EQ, and describes how they apply this information to their learning/project goals.	The student demonstrates control of and fluency in applicable language, offers a synthesis of the information with their EQ, and defends how they apply this information to accomplishing their learning/project goals.
Does the student assess the relevance of the information?	The student uses information in their ELO.	The student identifies information connected to their learning goal and/or essential question.	The student describes their choices to include/exclude information based on relevance to their learning goals and/or essential question.	The student defends the inclusion/exclusion of information based on relevance to their learning goals and/or essential question.
Is the information obtained from valid sources?	The student uses information from sources without checking credibility.	The student uses information from credible sources.	The student analyzes the validity of information by investigating the degree of objectivity and accuracy of sources.	The student defends the validity of information by evaluating the degree of objectivity and accuracy of sources.
The student uses a variety of information sources.	The student uses information from a single source.	The student uses information from sources representing a single perspective related to the learning goals.	The student uses information from a variety of documented sources that represent multiple perspectives related to the learning goals.	The student compares and contrasts information from a variety of documented sources that represent multiple perspectives related to the learning goals.