Central Bucks School District 6th Grade Assessment
Process Skills Rubric

	Exceeding		Meeting		Approaching		Limited Progress
	4	3.5	3	2.5	2	1.5	1
Question Development	Research question is focused, specific, promotes extensive research, and demonstrates higher level thinking. All sub-topic questions support the research question. No help needed on question formation.		Research question is somewhat focused and specific, and promotes research. All sub-topic questions support the research question. Minimal guidance needed with question formation.		Research question has a broad focus and promotes limited research. Only two sub-topic questions support the research question. Guidance needed in question formation.		Research question is broad, simple, and promotes minimal research. Only one sub-topic question supports the research question. Extensive guidance needed in question formation.
Time Management	Independently organizes materials and self to complete researching and writing tasks. Evidence of planned approach. Shows resilience towards completion of the task for the entire assessment.		Completes all researching and writing tasks within allotted time. Uses a provided schedule for planning. Shows resilience for the majority of time spent on assessment.		Struggles to complete researching and writing tasks. Difficulty prioritizing tasks. Needs encouragement to demonstrate resilience for the assessment.		Unable to complete researching/writing tasks within allotted time. Teacher prompting required to finish tasks.
Research Skills	Independently follows the CB Research Model. Independently locates and uses four (or more) types of appropriate and credible digital/print sources.		Independently follows the CB Research Model. Locates and uses three types of appropriate and credible digital/print sources.		Difficulty following the CB Research Model. Locates and uses two types of appropriate and credible digital/print sources.		Does not follow the CB Research Model. Needs extensive guidance and help to access information in the library. Locates and uses one type of appropriate and credible digital/print source.
Writing Process	Effective writing process Identifies important information and records in own words. Effectively uses a graphic organizer. Optimal use of word processing skills. Strong use of revision and editing strategies.		Competent writing process Identifies relevant information and records mostly in own words. Uses a graphic organizer. Competent use of word processing skills. Evident use of revision and editing strategies.		Limited writing process Identifies some relevant information and records some information in own words. Attempts to use a graphic organizer. Limited use of word processing skills. Limited use of revision and editing strategies.		Minimal writing process Minimal note-taking and very little information in own words. No use of a graphic organizer. Much help is needed in formatting paper. Minimal use of revision and editing strategies.
Self-Reflection	Objective self-analysis of performance strengths and weaknesses based on the rubric. Elaborates appropriately with specific details from the assessment.		Identifies relative strengths and weaknesses using the rubric. Some elaboration and specific examples provided.		Identifies some isolated strengths and weaknesses. Limited elaboration or specific examples provided.		Does not identify any strengths or weaknesses. No elaboration or specific examples provided.
Bibliography	Uses technology tools to create correct bibliographic format. Cites all sources. Correct bibliographic conventions (capitalization, punctuation).		Uses technology tools to create bibliographic format. Cites all sources. Minor errors in bibliographic conventions (capitalization, punctuation).		Attempts to use technology tools to create bibliographic format. Cites some sources. Significant errors in bibliographic conventions (capitalization, punctuation).		Does not use technology tools to create bibliographic format. Cites few sources. Numerous errors or Bibliography missing.

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