ELO RESEARCH RUBRIC				
Performance Traits	**4 - Advanced**	**3 - Proficient**	**2 - Sufficient**	**1 - Beginning**
How do I gather and use information to guide my learning?	I evaluate and refine information-gathering strategies to maintain my focus on targeted learning goals. I elaborate on connections between the information gathered and possible alternate directions for my learning.	I formulate information-gathering strategies to maintain my focus on learning goals. I communicate how I refine my learning based on the information gathered.	I use an information gathering strategy that allows me to add to my general body of knowledge. I communicate the relationship between the information and the direction of my learning.	I compile information related to the general content of my learning goals.
Is the information from the research integrated and applied to the ELO process (eg. reflection, product, research notes, presentation, etc...)?	I demonstrate control of and fluency in applicable language, offer a synthesis of the information with my learning goals, and defend how I apply this information to my ELO experience.	I demonstrate a command of applicable language, assess and organize the connections I have found between the information and my learning goals, and describe how I apply this information to my ELO experience.	I make use of applicable terms, concepts or ideas. I describe connections I have found between the information and my learning goals.	I make use of applicable terms, concepts or ideas.
Do I assess the relevance of the information?	I defend the inclusion/exclusion of information based on relevance to my learning goals and/or EQ.	I describe my choices to include/exclude information based on relevance to my learning goals and/or EQ.	I identify information connected to my learning goal and/or EQ.	I use information in my ELO.
Is the information I attain from valid sources?	I defend the validity of information by evaluating the degree of objectivity and accuracy of sources.	I analyze the validity of information by investigating the degree of objectivity and accuracy of sources.	I use information from credible sources	I use information from sources without checking credibility.
Do I use a variety of information sources?	I compare and contrast information from a variety of documented sources that represent multiple perspectives related to my learning goals.	I use information from a variety of documented sources that represent multiple perspectives related to my learning goals.	I use information from sources representing a single perspective related to my learning goals.	I use information from a single source.