

STEPS: Rubric for Information Process Skills

Pupils to highlight the level they think they have reached. Teacher/peers will circle their evaluation too. Hopefully everyone agrees.

Set Scene: Questioning: The researcher could identify a problem or issue on a chosen topic.

10	I can choose independently an issue or problem which requires investigation. I can suggest solutions following the investigation of a topic. I can write higher level thinking questions without help. I can create detailed Concept maps as my research progresses.
6	I can Brainstorm. I can create questions and/or Concept-maps about topics with adult or peer assistance, to focus on issues and problem.
2	I need a lot of help from an adult or other people to create questions and research a topic

Targeting: Planning: The researcher can identify useful sources to gather information, and the best way to work towards completing a research assignment.

10	I used a variety of keywords. I selected appropriate sources and organised myself throughout the process independently and efficiently.
6	I needed help with some keywords. I found some sources which gave me information. I did some planning.
2	I needed to be supplied with keywords. I wandered from source to source without really knowing which source was the most helpful

Exploring: The researcher was able to collect useful information .

10	Collects and organises the information for easy use. Able to re-model concept maps Creates original solutions.
6	Collects information with an element of organization. Recombines a mixture of solutions from sources. Shows insights.
2	Unable to collate some of the most important information. Few changes made to questions from gathered information. Presented solutions that others created.

Presenting: The researcher can communicate findings appropriately to the target individual/group

10	Presentation is clear and well structured. Impacts on audience. No (few) proofing errors. Appropriate use of text, colour, images, voice, and animation. Has “quality” feel.
6	Presentation is mostly clear and well structured. Impacts on audience. Some proofing errors. Appropriate use of colour, images, voice, and animation most of the time.
2	Presentation has little depth and many errors. Content is below expectations.

So What: The researcher is able to evaluate the solutions they propose

10	Able to reflect, make appropriate suggestions for future change, demonstrates awareness of the issues.
6	Supporting information is missing, but is able to identify some areas for future development.
2	Conclusions or solutions are not supported by information or are flawed. Cannot see any areas that need change.

Marking will give a result out of 50 which can be turned into a percentage.

<p>What have you learned about the STEPS process? What did you change as your assignment progressed. What did you learn from this process and about yourself as a researcher?</p>
