Researching Rubric

	Supported Researcher	**Guided Researcher**	**Early Independent Researcher**
Identifying an area of interest	Contributing ideas and interests to select a topic either as a whole group or in small groups. Contributing to a teacher-recorded brainstorm what they already know about the topic.	Selecting a topic in small groups in negotiation with the teacher. Brainstorming and recording in guided groups what they already know.	Choosing own topic based on personal interest. Recording own prior knowledge about a topic using a simple graphic organiser
Formulating questions	Articulating wonderings and things we are interested in with support, usually following an immediate experience	Beginning to phrase questions about things that interest them using a variety of question starts eg. I wonder… I wonder why?...	Posing a variety of questions including both fat and skinny questions related to familiar topics
Locating information	Contribute to a group brainstorm naming ways of finding out about the topic	Identifying whether a text might be relevant and help answer our questions	Choosing from a small range of provided sources
	Recalling information gained through shared reading or viewing of a text	Reviewing a source of information provided by the teacher to find answers to simple questions or find relevant information	Using reading strategies to answer simple questions or find relevant information
Recording information	Contributing to group recording of information scribed by the teacher	Contributing key ideas and words with guidance from the teacher	With support recording key words, phrases and images
	Simple recording strategies modeled by teacher eg data chart using key words	Using simple recording tools previously modeled in a guided group situation	Organizing information using simple and familiar strategies
Reviewing information	Identifying whether the information we have found out is relevant to our topic in a guided situation. Contributing to whole group discussion on 'what do we know now'?	Identifying whether a simple question has been answered in a guided situation. Reflecting on 'what do we know now' in pairs and whole group.	Conferencing to reflect on information recorded and how it matches the questions and interests. Identifying new learning.
Sharing findings	Articulating new learning with support of a prompt eg sentence starter, picture or object	Articulating new learning with some detail. Showing new learning in simple ways eg simple graphic organiser, words and pictures	Using subject specific language to describe new knowledge and answer questions researched in a variety of ways eg. Written, visual, oral.

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Teaching ideas to support the development of the 'Supported Researcher'
Context for Learning
Introduce students to the researching process by conducting shared investigations (whole class or group) into an area of interest or a specific question. Use shared experiences through the inquiry focus, or interests that have emerged through Discovery to prompt student interest and wonderings. Shared research should be done in short bursts over a short time frame and be specific in focus. Students can be given choice in the way they share their learning making the inquiry more personalised.

Identifying an area of interest	As a whole group, brainstorm a teacher nominated topic to connect children with what they already know about this topic. Teacher scribes. Opportunity to model ways of connecting to, and recording prior knowledge.
Formulating questions	Create a culture where wondering and asking questions is valued and no question is too small or too big. Celebrate good questions. Teacher models wondering questions after real experiences. Record and display students' wonderings referring back to them when new ideas or discoveries arise. Ask students to say what interests them and help them shape this into a wondering question by paraphrasing. *So you might be wondering…*
Locating information	Brainstorm ways of finding out answers to our questions with the students and record visually some sources of information eg. Books, pictures, people (experts), internet. Distinguish between texts that might tell us information and texts that are for enjoyment. Explain what a fact is and how it might be different to someone's opinion or idea. Through shared and modelled reading/viewing/listening to sources of information use 'think aloud' strategy to demonstrate how to locate information that is relevant to our interests or questions. Model strategy of highlighting key words or phrases. Use questions for reflecting such as: • Did we find out any thing interesting about -----? • Did we hear or see anything that might answer our question? • What does thins make you think? • We wanted to know---- did you hear/see anything that helps us? • What part of the text tells us about----?

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Recording information	Encourage students to respond to what they have found out by recording informally through words or pictures. Model how to record information in key words, phrases or pictures. Introduce them to simple data charts or other simple strategies for recording to show them how to organise information. Always include an extra column on the data chart labelled 'interesting' so information that they discover that doesn't match their questions can be recorded.
Reviewing information	Display class data charts and review them frequently, reflecting on what we have found out and adding any new ideas. Ask students to 'turn and talk' to a partner and tell them what you know now. Discuss: • Did we find answers to our wonderings/questions? • What do you know now that you didn't know before? • What else are you wondering now?
Sharing findings	Expose students to a small range of sharing techniques eg. Drawing, making a model, writing a simple information text, making a simple video explaining what you have found out. Encourage students to select a way they would like to share what they have discovered. Include resources and provocations in Discovery for students to create/make items to share using their new knowledge.

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Teaching ideas to support the development of the 'Guided Researcher'	
Context for Learning	
Research is still highly supported by the teacher. Guided research could be with the whole group (giving small groups independent one-step tasks within the process), or students could be placed in focus groups based on interest. Individual students may become curious about something during Discovery and through a learning conversation the teacher supports that student to find out. Teachers guide discussions to develop thinking around higher order questions (fat questions). Students should be building a range of ways they can share their learning.	
Identifying an area of interest	Students in small groups possibly according to like interests or questions. Brainstorm as a small group what is already known about the topic. Model concept mapping as a way of exploring a topic. Scribing of prior knowledge is collaborative.
Formulating questions	Teacher models a variety of question starters eg: I wonder… Who… What… Where… When… How… What if… Co-create anchor charts with the students of possible question starts. Help students refine questions from broad to specific. Value all questions students develop and use them to drive guided inquiries.
Locating information	Explore the difference between factual texts and fiction texts with students. Establish what a fact is. Continue to brainstorm with students and record ways we could find answers to specific questions. Through Modelled and Shared sessions demonstrate how to use an index in an information text, or conduct an internet search using an appropriate search engine (eg. Kidrex, kiddle or google) to locate sources you will use together. Provide them with a limited range of information sources and ask them to say which one might answer their question and why. Which might be the best source to use and why. Through guided sessions ask students to look through an information source independently or in pairs then discuss together what they have found out (could be an answer to a specific question, or interesting information about the target topic). Support students to locate and highlight key words. Discuss what they have discovered and ask them 'how do you know' 'show me when in the text it tells you about that'.
Recording information	Continue to encourage students to record what they have found out informally. In guided groups use a more formal recording tool such as a data chart. Support students to record key words or phrases on the data chart or other simple recording tool. Continue to use the 'interesting' column on the data chart. Teach what key words are, ie they

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	are words that give us the most information. Take a rich sentence from an information text you are using with the group and write each word on a separate card. Ask students to select the word/s that are most important in the sentence. 3-facts strategy could be used with whole groups or focus groups to show how to organise information. Share a text with students (you read to them, or view a video clip or listen to a guest speaker). At the end ask students individually or in pairs to write 3 facts they remember (or think are important) on separate strip of paper. Ask students to share their facts in groups and show them how to 'bundle' like facts. Eg these are all about what the animal eats, these are about what it looks like etc. Display the fact strips in their bundles and give each a label/heading.
Reviewing information	Display class or co-constructed data charts and review them frequently, reflecting on what we have found out and adding any new ideas. Relate the information gathered back to the questions or wonderings we were researching. Discuss: • What have we found out? • Have we answered our question/s? • How do you know? • Is there anything missing? • Did we find out anything extra we hadn't thought about? • Now you know this are there any other questions you would like to add?
Sharing findings	Discuss with students 'who else might like to know about this' establishing an authentic audience. Continue to expose students to a wider range of sharing techniques. If researching different topics in guided groups there is a great opportunity to share with their peers. Co-construct criteria for sharing through oral presentations. Include resources and provocations in Discovery for students to create/make items to share using their new knowledge.

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	Teaching ideas to support the development of the 'Early Independent Researcher'
	Context for Learning
	When embarking on independent research in the early stages areas of interest might emerge from Discovery, the current inquiry focus, or personal interests of the student. Early Independent Researchers need frequent 'check ins' with teachers to help guide the process. They may start with very focused questions that can be research over a short time frame before feeling confident with tackling bigger questions, with teacher prompting. Smaller inquiries may lead to further related inquiries. Students share their learning in formal or informal ways.
Identifying an area of interest	Students draw upon strategies they have previously been taught/modelled in order to identify areas of personal interest to them.
Formulating questions	Expose students to the idea of 'fat and skinny' questions Skinny questions require a short answer, usually a yes or a no, one or two words. They take up little time or space in your head. (Eg. Who, What, Where, When) Fat questions take time to think about and require explanation. (Eg Why, How, What if) Value both skinny and fat questions, and show students that skinny questions can lead to fat questions.
Locating information	Provide a small range of information sources you know are relevant and at a suitable level for the students that they can select from. Provide opportunities for students to access the school library or encourage them to ask their parents to take them to a local library. Bookmark a small range of websites that may provide relevant information. Conduct workshops with students who are ready to work more independently on skills and strategies including: • How to use a search engine • How to decide if a source of information is a good source for them to use (readability, reliability) • How to navigate websites • How to conduct an interview (ask an expert) • How to email an expert
Recording information	Model some simple recording strategies such as mind maps, concept maps, words and pictures and reflection journals. Show them how these can be used in Inquiry or Discovery, and at other times. Always emphasise the importance of writing on your own words (paraphrasing) if recording in writing. Encourage students to use known recording tools such as a data chart independently. Co-construct criteria for what makes a good data chart with students eg. Only recording key words, grouping like information together, recording the title of the information source etc. Have regular conferences or 'check ins' with the students during the process.

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	Give students feedback on how they are using the chart based on the criteria.
Reviewing information	Ask students to explain what they have discovered verbally using the data chart as a prompt to a peer or an adult. Use reflection prompts to help students review their information eg. Have you answered your question/ found out what you wanted to discover? Do you need to find more information? Did the sources you used agree or were they saying different things? Were the sources you used helpful? Why/why not? Did you find out anything that surprised you? Now you know this is there something further you want to know? What did you learn? What are you thinking now?
Sharing findings	Through conferencing establish a purpose and audience for sharing. Co-construct criteria for sharing using a range of strategies so these can be accessed independently when needed eg: what makes a good model, poster, movie, brochure etc. Include resources and provocations in Discovery for students to create/make items to share using their new knowledge.