

Central Bucks School District
6th Grade Assessment
Process Skills Rubric

Criteria	Advanced	Proficient	Basic	Below Basic
QUESTION DEVELOPMENT	Question is focused, specific, and promotes extensive research. No help needed on question design.	Question is somewhat focused and specific. Research is needed to write report. Minimal guidance needed with question formation.	Question has a broad focus. Limited research. Some help needed in question formation.	Broad, simple question able to be answered with minimal research. Much help needed in question formation.
TIME MANAGEMENT	Independently organizes materials and self to complete task. Evidence of planned approach.	Completes all work within allotted time with minimal guidance.	Struggles to complete task within allotted time. Weak time management skills. Difficulty prioritizing tasks.	Does not complete tasks within allotted time. Needs much help from coaches.
RESEARCH SKILLS	Independently uses several library resources to locate relevant information.	Locates needed information with minimal help in library.	Locates sufficient information to provide basic answer to question. Needs some help with search.	Confused about how to use library as a resource.
WRITING PROCESS	Independent use of note-taking, drafting, revising and editing. Majority of work is original, with little rewriting.	Competent use of note taking, drafting, revising and editing. Research material rewritten into own words.	Some use of writing process. Majority of information rewritten from original text. Limited use of note taking, drafting, etc.	Very limited use of writing process; information copied directly from resource.
WORD PROCESSING	Optimum use of computer to complete final draft of assessment. No help needed.	Competent use of computer to complete final written report. Minimal help needed.	Needs some help with computer to complete final written report.	Very limited application of computer skill. Much help needed on use of computer.
SELF-REFLECTION	Objective self-analysis of all performance strengths and weaknesses based on the rubric. Elaborates appropriately.	Identifies relative strengths and weaknesses using the rubric. Little or no elaboration. Connects self-reflection to the rubric.	Identifies some isolated strengths and weaknesses. Familiar with basic rubric.	Unfamiliar with rubric. Unable to identify strengths and weaknesses using the rubric.
RESOURCES	Three or more well-chosen sources beyond a general encyclopedia, if used.	Two or more appropriate sources beyond an encyclopedia, if used.	One appropriate source beyond an encyclopedia, if used.	Insufficient resources are used.
BIBLIOGRAPHY	Correct bibliography.	Correct bibliography with minor errors.	Correct bibliography attempted.	Bibliography is flawed; proper form not used.

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