
<table>
<thead>
<tr>
<th>Facet of Inquiry</th>
<th>Student Autonomy Level 1</th>
<th>Student Autonomy Level 2</th>
<th>Student Autonomy Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Students embark on inquiry and so determine a need for knowledge/understanding</strong></td>
<td>Students research at the level of a closed inquiry* and require a high degree of structure/guidance</td>
<td>Students research at the level of a closed inquiry* and require a moderate degree of structure/guidance</td>
<td>Students research independently at the level of a closed inquiry*</td>
</tr>
<tr>
<td></td>
<td>□ Significance of the paper is stated, but not based on leads from, or gaps in, the literature</td>
<td>□ Significance of the paper is stated explicitly and is based on leads from, or gaps in, a limited number of references</td>
<td>□ Significance of the paper is stated explicitly, and is based on leads from, or gaps in, a substantial number of sources</td>
</tr>
<tr>
<td><strong>B. Students find/generate needed information/data using appropriate methodology</strong></td>
<td>□ A limited search strategy, demonstrated by a narrow range of sources, e.g. 1 or 2 different journals.</td>
<td>□ Search strategy uses several different sources types, e.g. journals and books</td>
<td>□ Quality search strategy is demonstrated by multiple types</td>
</tr>
<tr>
<td></td>
<td>□ Paper is partially on-topic, but does not keep its focus and/or is based on unreliable sources</td>
<td>□ Paper generally keeps its focus, and/or is based on several sources of variable reliability</td>
<td>□ Paper is highly focused and content is based on a range of reliable sources</td>
</tr>
<tr>
<td><strong>C. Students critically evaluate information/data and the process to find/generate</strong></td>
<td>□ Provides little or no distinction between the quality of information in different sources</td>
<td>□ Distinguishes unbacked assertions from evidence-based findings</td>
<td>□ Distinguishes between the quality of different evidence-based findings</td>
</tr>
<tr>
<td><strong>D. Students organise information collected/generated</strong></td>
<td>□ Logical structure is missing / inappropriate. Missing/modifications</td>
<td>□ Logical structure is present / appropriate, yet only partially coherent</td>
<td>□ Logical structure is present / appropriate, and has a high level of coherence</td>
</tr>
<tr>
<td></td>
<td>Suggestions___________________________</td>
<td></td>
<td>Suggestions___________________________</td>
</tr>
<tr>
<td><strong>E. Students synthesise and analyse new knowledge</strong></td>
<td>□ Limited synthesis of literature</td>
<td>□ Literature is well synthesised</td>
<td>□ The synthesis of the literature produces a novel understanding or perspective</td>
</tr>
</tbody>
</table>

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The literature is compared or contrasted.

Conflicting perspectives in the literature are clearly stated and an argument is made for one above others.

F. Students communicate knowledge and understanding and the process used to generate them.

- Title is present but provides minimal information about the paper.
- Some referencing, but does not follow the appropriate conventions defined in the course.
- A lot of problems in English (too many grammatical errors).

- Title portrays a general or limited sense of the paper.
- Appropriate referencing style is applied, but with some errors.
- Reasonable English (not too many grammatical errors, and typos).

- Title succinctly portrays the full dimensions of the paper.
- Appropriate referencing style is applied consistently.
- Good English (limited grammatical errors, and typos).

- Title succinctly portrays the full dimensions of the paper and has an 'original' perspective.
- Appropriate referencing style is applied consistently.
- Very good English (No grammatical errors and typos).

* Inquiry may range from closed (lecturer specified) to open (student specified) in terms of: i) question, hypothesis or aim of research; ii) procedure or equipment; iii) answer, resolution or further inquiry.

Grade: __________________________

Additional Comments: __________________________

Calculation Algorithm For Research Paper:

\[
\text{Total} = \text{Number of point satisfied at level 1} \times 10 \times \text{Weight} + \text{Number of point satisfied at level 2} \times 10 \times \text{Weight} + \text{Number of point satisfied at level 3} \times 10 \times \text{Weight} + \text{Number of point satisfied at level 4} \times 10 \times \text{Weight}
\]

Weight: Level 0: 0
Level 1: 0.25
Level 2: 0.50
Level 3: 0.75
Level 4: 1

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