Research Paper Rubric **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_**

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| **Category**  | **Exceeds Standard**  | **Meets Standard**  | **Nearly Meets Standard**  | **Does Not Meet Standard**  | **No** **Evidence**  | **Score**  |
| **Title Page**  | Title Your Name, Teacher’s Name, Course Period, Date, Neatly finished-no errors  | Evidence of four  | Evidence of 3  | Evidence of 2 or less  | Absent  |   |
| **Thesis Statement**  | Clearly and concisely states the paper’s purpose in a single sentence, which is engaging, and thought provoking.  | Clearly states the paper’s purpose in a single sentence.  | States the paper’s purpose in a single sentence.  | Incomplete and/or unfocused.  | Absent, no evidence  |   |
| **Introduction**  | The introduction is engaging, states the main topic and previews the structure of the paper.  | The introduction states the main topic and previews the structure of the paper.  | The introduction states the main topic but does not adequately preview the structure of the paper.  | There is no clear introduction or main topic and the structure of the paper is missing.  | Absent, no evidence  |   |
| **Body**  | Each paragraph has thoughtful supporting detail sentences that develop the main idea.  | Each paragraph has sufficient supporting detail sentences that develop the main idea.  | Each paragraph lacks supporting detail sentences.  | Each paragraph fails to develop the main idea.  | Not applicable  |   |
| **Organization-****Structural** **Development of the Idea**  | Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.  | Paragraph development present but not perfected.  | Logical organization; organization of ideas not fully developed.  | No evidence of structure or organization.  | Not applicable  |   |
| **Conclusion**  | The conclusion is engaging and restates the thesis.  | The conclusion restates the thesis.  | The conclusion does not adequately restate the thesis.  | Incomplete and/or unfocused.  | Absent  |   |
|  **Mechanics**  | No errors in punctuation, capitalization and spelling.  | Almost no errors in punctuation, capitalization and spelling.  | Many errors in punctuation, capitalization and spelling.  | Numerous and distracting errors in punctuation, capitalization and spelling.  | Not applicable  |   |
| **Usage**  | No errors sentence structure and word usage.  | Almost no errors in sentence structure and word usage.  | Many errors in sentence structure and word usage.  | Numerous and distracting errors in sentence structure and word usage.  | Not applicable  |   |
| **Citation**  | All cited works, both text and visual, are done in the correct format with no errors.  | Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.  | Few cited works, both text and visual, are done in the correct format.  | Absent  | Not applicable  |   |
| **Bibliography**  | Done in the correct format with no errors. Includes more than 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites)  | Done in the correct format with few errors. . Includes 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).  | Done in the correct format with some errors. Includes 4 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).  | Done in the correct format with many errors. Includes 3 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.)  | Absent or the only sites are internet sites.  |   |

Portfolio Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_

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|  | **Exceeds Standard**  | **Meets Standard**  | **Nearly Meets Standard**  | **Does Not Meet Standard**  | **No Evidence**  | **Score**  |
| **Appearance**  | Creative and attractive cover with color and graphics, clear organization, readable and neat, title page, table of contents, section dividers, and three ring binder.  | Contains title page, table of contents, section dividers, and three ring binder. | Contains 3 of 4 criteria for meets; and /or poorly organized and difficult to read; lacking neatness.  | No organization, missing significant 2 of 4 criteria.  | Absent structure and organization.  |  |
| **Contents**  | All required information is discerned with clarity and precision and contains all items listed in Meets category  | Contains: application, abstract, research paper, lab report, observation log, reflective essay, guide and rubrics.   | Contains 5 – 6 of criteria for meets; and /or poorly organized   | Contains less than 5 criteria for meets.  | Absent contents, structure and organization.  |  |

Reflective Essay Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_

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|  | **Exceeds Standard**  | **Meets Standard**  | **Nearly Meets Standard**  | **Does Not Meet Standard**  | **No Evidence**  | **Score**  |
| **Reflect personal learning stretch in Science Project**  | Shows great depth of knowledge and learning, reveals feelings and thoughts, abstract ideas reflected through use of specific details.  | Relates learning with research and project, personal and general reflections included, uses concrete language.  | Does not go deeply into the reflection of learning, generalizations and limited insight, uses some detail.  | Little or no explanation or reflection on learning, no or few details to support reflection.  | Shows no evidence of learning or reflection.  |  |
| **Organization-****Structural Development of the Idea**  | Writer demonstrates logical and subtle sequencing of ideas through welldeveloped paragraphs; transitions are used to enhance organization.  | Paragraph development present but not perfected.  | Logical organization; organization of ideas not fully developed.  | No evidence of structure or organization.  |   |  |
| **Conclusion**  | The conclusion is engaging and restates personal learning.  | The conclusion restates the learning.  | The conclusion does not adequately restate the learning.  | Incomplete and/or unfocused.  |   |  |
| **Mechanics**  | No errors in punctuation, capitalization and spelling. | Almost no errors in punctuation, capitalization and spelling. | Many errors in punctuation, capitalization and spelling. | Numerous and distracting errors in punctuation, capitalization and spelling.  | Not applicable |  |
| **Usage**  | No errors in sentence structure and word usage.  | Almost no errors in sentence structure and word usage.  | Many errors in sentence structure and word usage.  | Numerous and distracting errors in sentence structure and word usage.  | Not applicable  |  |

Lab Report Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_

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|  | **Exceeds Standard**  | **Meets Standard**  | **Nearly Meets Standard**  | **Does Not Meet Standard**  | **No Evidence**  | **Score**  |
| **Title Page**  | Contains: Title Your Name, Teacher’s Name, Course Period, Date, Neatly finished-no errors | Missing 1 component | Missing 2 – 4 components | Missing more than 4 components |  |  |
| **Question**  | Clear and concise problem stated that is testable. | Identifies the question in an unclear manner, but is still testable. | Identifies only part of the question, but is still testable | The question is not testable no matter how clear and concise the question is. |  |  |
| **Hypothesis**  | Follows “if…then… because” format. Is related to the question. Clearly defines controls vs. variables in “if” portion. Predicts with correct facts.  | Follows “if…then… because” format. Is related to the question. Defines controls vs. variables in “if” portion in an unclear manner. Predicts with correct facts | Follows “if…then… because” format. Is related to the question. Defines controls vs. variables in “if” portion in an unclear manner. Predicts with some facts. | Follows “if…then… because” format. Is related to the question. Defines controls vs. variables in “if” portion in an unclear manner. Predicts with no facts |  |  |
| **Materials**  | Lists all materials and equipment. | Lists most materials and equipment. | Lists some of the materials & equipment. | Lists wrong materials or equipment. |  |  |
| **Procedure**  | Lists all steps in a detailed, sequential order that are easily followed. All safety precautions and warnings are provided. Provides diagrams of all set ups. | Lists all steps in a sequential order that are not easily followed. All safety precautions and warnings are provided. Provides diagrams of all set ups. | Lists all steps in a sequential order that are not easily followed. All safety precautions and warnings are missing. Provides some diagrams of set ups. | Lists steps in an order that are not sequential, not easily followed, or incomplete. Some safety precautions and warnings are not provided. Provides some diagrams of set ups. |  |  |
| **Results**  | All data is recorded and organized in a clear manner. All visible observations are provided. Complete and correct analysis of data is provided. Errors of Experimentation are provided. | All data is recorded and organized in a clear manner. All visible observations are provided. Analysis of data is provided with a few errors. Errors of experimentation are provided. | All data is recorded and organized in a clear manner. Visible observations are missing. Analysis of data is provided with a few errors. Errors of experimentation are provided. | Incorrect data is provided regardless of inclusion or presentation of all other criteria. |  |  |
| **Conclusion**  | Restates the hypothesis, supports or refutes it and explains the role of the test in making the decision  | Restates the hypothesis and supports or refutes it  | Supports or refutes the hypothesis without restating it  | Does not address the hypothesis  |  |  |
| **Mechanics**  | No errors in punctuation, capitalization and spelling.  | Almost no errors in punctuation, capitalization and spelling.  | Many errors in punctuation, capitalization and spelling.  | Numerous and distracting errors in punctuation, capitalization and spelling.   |  |  |
| **Usage**  | No errors sentence structure and word usage.  | Almost no errors in sentence structure and word usage. | Many errors in sentence structure and word usage.  | Numerous and distracting errors in sentence structure and word usage.  |  |  |

Oral Presentation:Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_

Select the box which most describes student performance. Alternatively you can "split the indicators" by using the check boxes before each indicator to evaluate each item individually.

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|  | **Exceeds Standard**  | **Meets Standard**  | **Nearly Meets Standards**  | **Does Not Meet Standard**  | **Score**  |
| **Language Use and Delivery** The student communicates ideas effectively  | * Effectively uses eye contact.  Speaks clearly, effectively and confidently using suitable volume and pace.  Fully engages the audience.

 * Dresses appropriately,  Selects rich and varied words for context and uses correct grammar.
 | * Maintains eye contact.
* Speaks clearly and uses suitable volume and pace.

 * Takes steps to engage the audience.
* Dresses appropriately.
* Selects words appropriate for context and uses correct grammar.
 | * Some eye contact, but not maintained.  Speaks clearly and unclearly in different portions.
* Occasionally engages audience.  Dresses inappropriately.
* Selects words inappropriate for context; uses incorrect grammar.
 | * Uses eye contact ineffectively.
* Fails to speak clearly and audibly and uses unsuitable pace.
* Does not engage audience.

 * Dresses inappropriately.
* Selects words inappropriate for context; uses incorrect grammar.
 |  |
| **Organization and** **Preparation** The student exhibits logical organization.  |  Introduces the topic clearly and creatively.  Maintains clear focus on the topic..  Effectively includes smooth transitions to connect key points.  Ends with logical, effective and relevant conclusion.  | * Introduces the topic clearly.

 * Maintains focus on the topic.

 * Include transitions to connect key points.

 * Ends with coherent conclusion based on evidence.
 | * Introduces the topic.

 * Somewhat maintains focus on the topic.  Includes some transitions to connect key points.

 * Ends with a conclusion based on evidence.
 | * Does not clearly introduce the topic.  Does not establish or maintain focus on the topic.  Uses ineffective transitions that rarely connect points.

 * Ends without a conclusion.
 |  |
| **Content** The student explains the process and findings of the project and the resulting learning.  | * Clearly defines the topic or thesis and its significance.  Supports the thesis and key findings with an analysis of relevant and accurate evidence
* Provides evidence of extensive and valid research with multiple and varied sources
* Provides evidence of complex problem solving and learning stretch.  Combines and evaluates existing ideas to form new insights.

  | * Clearly defines the topic or thesis.  Supports the thesis and key findings with evidence.

 * Presents evidence of valid research with multiple sources.

 * Provides evidence of problem solving and learning stretch.

 * Combines existing ideas to form new insights.

  | * Defines the topic or thesis.

 * Supports the thesis with evidence.

 * Presents evidence of research with sources.

 * Provides some evidence of problem solving and learning stretch.  Combines existing ideas.

  | * Does not clearly define the topic or thesis.
* Does not support the thesis with evidence.

 * Presents little or no evidence of valid research.

 * Shows little evidence of problem solving and learning stretch.  Shows little evidence of the combination of ideas.

  |  |
| **Questions and** **Answers**   | Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions and feedback.  | Demonstrates knowledge of the topic by responding accurately and appropriately to questions and feedback.  | Demonstrates some knowledge of the topic by responding accurately and appropriately to questions and feedback.  | Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions and feedback.  |  |

Backboard **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_**

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|  | **Exceeds Standard**  | **Meets Standard**  | **Nearly Meets Standard**  | **Does Not Meet Standard**  | **No Evidence**  | **Score**  |
| **Clarity of Topic**  | Includes a clear title which gives specific information about main topic.  | Includes a title which gives information about the main topic.  | Includes a title that gives some information about the main topic.  | Missing a title or statement of the main topic.  | Not present  |  |
| **Details of Research**  | Includes all details from research and has clear labels, phrases, or sentence descriptions.  | Includes most details from research and has clear labels or phrases.  | Includes some details from research and has labels or phrases.  | Includes only a few details from research using labels or phrases.  | No details from research.  |  |
| **Effectiveness**  | Viewer has a thorough understanding of topic researched. Backboard includes specific examples and/or illustrations in an organized manner.  | Viewer has an understanding of the topic researched. Backboard includes examples and /or illustrations.  | Viewer has some understanding of the topic researched. Backboard includes some examples and/or illustrations.  | Viewer has difficulty understanding topic researched. Backboard includes few examples and/or illustrations.  | Backboard does not communicate topic researched.  |  |
| **Quality**  | Includes illustrations and labels. Content is edited for spelling and punctuation and has no errors.  | Includes illustrations and labels. Content is edited for spelling and punctuation and has less than 3 errors. | Includes illustrations and labels. Content is not edited for spelling and punctuation and has more than 3 errors. | Does not include illustrations and labels and/or contains more than 3 errors in spelling and punctuation.  | Work is haphazard and careless. Has none of the required elements.  |  |