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Research Paper Rubric

	4	3	2	1
Content and Focus	<ul style="list-style-type: none"> Exceptionally clear, focused, interesting thesis. Strong, rich supporting details and examples that prove thesis. A meaningful conclusion explaining the importance of the research and how it can be used. 	<ul style="list-style-type: none"> Clear thesis which maintains a consistent focus from beginning to end. Specific supporting details are present. A clear conclusion as to why the research is important. 	<ul style="list-style-type: none"> Contains thesis but with inconsistent focus. Generalized supporting details that prove thesis. Conclusion tends to summarize research. 	<ul style="list-style-type: none"> Thesis statement lacks clarity and focus. Inadequate or missing supporting details. Missing a summarizing conclusion.
Organization	<ul style="list-style-type: none"> Strong introduction and conclusion. Consistent and coherent logical progression. Uses clear and skillful transitions. 	<ul style="list-style-type: none"> Clear introduction and conclusion. Illustrates some consistency and shows some logical progression. Uses clear transitions. 	<ul style="list-style-type: none"> Introduction and conclusion is present but not clear. Show some attempt of consistency and order. Paper shows attempt of transitions between paragraphs. 	<ul style="list-style-type: none"> Unable to clearly identify introduction and conclusion. Lack of consistency and order. Paper shows little or no attempt of transitions between paragraphs.
Style	<ul style="list-style-type: none"> Written in formal language (avoids slang completely). Elaborate and colorful language. Consistently strong and varied sentence structure. Direct quotes support student's ideas. Paper written in student's own words. 	<ul style="list-style-type: none"> Majority of paper written in formal language. Language appropriate to topic. Words convey intended message. Direct quotes support student's ideas. Majority of paper written in student's own words. 	<ul style="list-style-type: none"> Some use of formal language recognized; informal language is dominant. Most language is appropriate to topic. Able to get vague idea of message. Some parts of paper written in student's own words. 	<ul style="list-style-type: none"> Paper frequently uses informal language. Language is not appropriate to topic. Message is unclear. Majority of paper is plagiarized.
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Evaluated by: _____ Date: _____

Science Research Paper Rubric

SA Adler



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Taking Action with Teacher Research Ellen Meyers, Frances O'Connell Rust, 2003 More and more classroom teachers are using action research strategies to tackle basic issues and daily dilemmas everything from designing their own professional development to reshaping instructional practice Through their support of teachers who are eager to take up this work Ellen Meyers and Frances Rust have found that the challenges to the reform of public schools are most likely to surface in three areas resources needed to meet standards conditions of the workplace and status of the teaching profession Their book is a lucid guide for teachers to address these and other problems in classrooms and beyond to ask the right questions and design and implement research to find answers and to use this data to effect change Every chapter contains rich examples of teacher research in action Jane Fung focuses on the conditions of schooling and the status of teachers in an elementary school in downtown Los Angeles Lara Goldstone teaching in New York s Chinatown looks at obstacles to successful communication with the parents of her students In a Lower East Side middle school Matt Wayne confronts the problem of getting appropriate books for struggling eighth grade students Carol Tureski at a high school in Queens finds that lack of access to high interest culturally relevant resources is a significant barrier to facilitating adolescent literacy Janet Price also at a Queens high school shows what can happen when teachers set the agenda for professional development around assessment in their school Natasha Warikoo at a Manhattan high school looks at the impact of class size on her teaching of second language learners in her math class When teachers consider themselves to be researchers not just consumers of research they are exercising leadership And when teachers form networks to share their knowledge they are breaking down obstacles that have thwarted their leadership for so long Action research empowers teachers to do just that to lead reform efforts and provide the remedies needed for all children to succeed The studies in this book are part of the work of the Teachers Network Policy Institute whose mission is to give teachers an active voice in education policy making For more information contact www.teachersnetwork.org All proceeds support the Teachers Network Policy Institute **The**

Science Teacher ,2008 A Rhetorical Analysis of Scientific Articles in Journals and the Popular Press Jennie L. Romney,1998 *Content Reading and Literacy* Donna E. Alvermann,Stephen F. Phelps,2005 The Fourth Edition Builds on Past Strengths and Adds New Ones Student Centered Culturally Diverse Students Evidence Based Standards Written by renowned authors Donna Alvermann and Steven Phelps the Fourth Edition includes more emphasis and information on addressing the literacy needs of English language learners and culturally diverse students a new focus on evidence based practices and standards and key information on newer frameworks for reading and writing instruction such as the sociocultural New Literacies Framework that equips students to teach content area literacy from a student centered approach What Continues to Make This Book a Best Seller Increased discussion of English language learners New evidence based research icons highlighting current research New standards icons from various subject areas help pre service teachers make the connection on how content area literacy instruction helps them meet the standards in their disciplines New writing icons throughout the chapters point to writing examples Thoroughly revised Chapter 7 Reading to Learn New information for all of the content areas in every chapter is represented in the examples lessons vignettes and scenarios making it easier for students enrolled from different discipline areas to locate content specific relevant examples Ringing Endorsements for Content Area Reading and Literacy Fourth Edition Chapter 14 Teaching for Diversity This is an excellent chapter that certification students and other graduate students can use to understand more about the types of diversity categories that are present in instructional settings This textbook is excellent for students Lavernia F Hutchison University of Houston Central Campus There are many strengths in this text I particularly like the way it is laid out I believe that helping the students to see the importance of content literacy from the very beginning is extremely important Immediately following this topic the students then move directly into diversity which includes the understanding the meaning of language and culture Both of these topics form the basis for the rest of the course Overall I believe that this book is an excellent text for teaching in the Content Area Randy M Wood Baylor University The strengths of this text include the authors in depth knowledge of the field of content area reading Their chapter on assessing textbooks is invaluable for secondary teachers who don t understand the difficulty of some textbooks and the problems these texts can cause students The chapter on multiculturalism and the ESL learner is a strength The chapter on vocabulary is outstanding Patricia J Pollifrone Gannon University Please visit the book specific website at <http://www.ablongman.com/alvermann4e> to learn more Honors in Practice ,2009 **Scientific American** ,1893 *Journal of Geoscience Education* ,2006 Research Communication in the Social and Human Sciences Céline Beaudet,Pamela Grant,Doreen Starke-Meyerring,2008 The sharing of knowledge is one of the key elements of a society s economic social scientific and cultural development Social and human science research addresses some of society s most pressing problems such as poverty illiteracy high dropout rates in schools marginalization of social groups to name but a few Despite its vital role in building a civil society research in the social and human sciences has been criticized for being

little known by the public This lack of large scale visibility detracts from its social and scientific significance and legitimacy in a media driven society To address this pressing need for sharing social and human science knowledge and to overcome the paradox of its invisibility this book brings together researchers from across disciplines in the social and human sciences who have identified the challenges in communicating across boundaries of researcher and practitioner communities and who have begun to develop solutions ranging from research dissemination in the media to stakeholder engagement in research networks and partnerships *Cybernetics Abstracts* ,1976 **Science Activities** ,1999 Resources in Education ,1999

Qualitative Inquiry in Geoscience Education Research Anthony D. Feig,Alison Stokes,2011 Traditions of Science Purusottama Bilimoria,Melukote K. Sridhar,2007 Illustrations 13 B w 1 Colour Illustrations Description The frontiers of Traditional Knowledge and Science have long attracted the minds of scientists theologians intellectuals and students who have been arguing both their similarities and dissimilarities apparent contradictions and the possibility of an ultimate harmony between the two In ancient and medieval India as in much of the Non Western world there was only one word for tradition and science namely vidya Vidya encompassed what in the modern historically sensitive inquiries is called knowledge systems However in the modern West placing Science and Tradition side by side has become something of an anathema for many in the post Enlightenment era regard Tradition to be a leftover from the Dark Ages Science in contrast with its systematic approach to studying and understanding of all there is has been considered to be unassailable But even this impenetrable divide may be showing signs of rupture in the twenty first century there is now growing evidence of a line of continuity and creative engagement in a third space between Science and Traditional Knowledge Individuals and learned organizations are making enormous contributions in this interactive exploration The Sir John Templeton Foundation based in Philadelphia USA is one such international organization Professor B V Subbarayappa is one such eminent scholar who has relentlessly pursued and in his quiet way stimulated the fusion of disparate minds in this area He is hailed as a pioneer in the History and Philosophy of Science movement in India His contributions in this field are without match and have earned him a name among scientists science historians philosophers and intellectuals all over the world His monumental work and his sheer humanity have inspired the Editors of this volume to find a way to honour him Scholars of various persuasions from around the world have contributed exploratory specialist and dialogic essays toward this conversation of Science and Tradition A biographical sketch with a comprehensive Bibliography first ever of Prof Subbarayappa is also featured in the Introductory essay Professor D P Chattopadhyaya and J N Mohanty have offered prefatory comments of their own Given the extensive range of topics discussed both specialists and lay readers will doubtless gain a deeper understanding of the relationship between Science and Tradition in a cross cultural context and hopefully be inspired to develop respect for knowledge across these two frontiers **Illinois Chemistry Teacher** ,2003

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