

Name: _____

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.
Sources/Format	<p>Follows MLA guidelines:</p> <ul style="list-style-type: none"> • Uses 5 or more cited sources. • Sources meet the guidelines for types of sources. • All parenthetical documentation is MLA correct (author's name, pg. #). • Works Cited page is MLA correct. • All researched info is documented. 	<p>Follows MLA Guidelines with few exceptions:</p> <ul style="list-style-type: none"> • 3-4 cited sources used. • Sources meet the guidelines for types of sources. • Few errors noted in parenthetical documentation. • Majority of Works Cited page is MLA correct. • Most research info is Documented. 	<ul style="list-style-type: none"> • Inconsistent use of MLA style guidelines. • Less than 3 cited sources used. • Majority of parenthetical documentation done incorrectly. • Random MLA documentation. • Rarely documents sources. 	<ul style="list-style-type: none"> • Fails to follow MLA style Guidelines. • Less than 3 cited sources used little or no parenthetical documentation. • Works Cited page is not understandable.
Conventions	<p>Superior editing. Rarely makes errors in the following areas:</p> <ul style="list-style-type: none"> • Spelling and mechanics. • Correct usage and grammar. 	<p>Careful editing. Makes few errors in the following areas:</p> <ul style="list-style-type: none"> • Spelling and mechanics • Correct usage and grammar 	<p>Some evidence of editing:</p> <ul style="list-style-type: none"> • Extensive spelling and grammatical errors. 	<p>Poor editing:</p> <ul style="list-style-type: none"> • Spelling and grammatical errors make it difficult to read paper.

Score: _____ / 4

Evaluated by: _____ Date: _____

Science Research Paper Rubric High School

Rachel S Tattersall



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Rubrics for Assessing Student Achievement in Science Grades K-12 Hays B. Lantz, 2004-02-06 I recommend Rubrics for Assessing Student Achievement in Science Grades K 12 to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria Rubrics for Assessing Student Achievement in Science Grades K 12 is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance

Dialogic Collaborative Action Research in Science Education Allan Feldman, Jawaher Alsultan, Katie Laux, Molly Nation, 2023-08-17 This engaging and practical book offers science teacher educators and K 12 science teachers alike the tools to engage in a dialogic mode of collaborative action research D CAR a collaborative mode of action research focused on teachers experiences with students reflection upon these experiences and peer learning Renowned science educator Allan Feldman and co authors from across numerous settings in K 12 science education present the theory methodology case studies and practical advice to support the use of D CAR as a means to enhance teachers normal practice and address the problems dilemmas and dissonances that science teachers must negotiate as they work to meet the needs of an increasingly diverse student population and engage with complex science teaching challenges that disproportionately affect marginalized students The book will be of use to science teacher educators pre service and in service science teachers professional development specialists or any science educator invested in developing creative reflective and thoughtful teachers

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of

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How to Assess Authentic Learning Kay Burke, 2009-10-07 Burke has challenged teachers everywhere to raise their standards and design classroom assessments that show evidence of understanding and performance on complex tasks The expert examples in this book provide teachers with a complete road map so that assessment is truly at the heart of instruction Diane Ray Assistant Director for Teacher Leader Development Professional Association of Georgia Educators Create assessments that meet state standards and target students learning needs For many years assessment was relegated to a secondary role in the educational process But with the increased emphasis on high stakes testing effective assessment has emerged as one of the major factors in raising student achievement In this latest edition of her bestseller renowned educator Kay Burke provides a wide range of updated easy to implement alternative assessments that address today's accountability requirements and focus on improving learning Designed for use across all content areas these formative assessments are rooted in the language of state standards and emphasize differentiating instruction to meet students individual learning needs Revised throughout with updated research this new edition helps K 12 teachers Build Response to Intervention checklists for struggling students Develop unit plans using differentiated learning and assessment strategies Create portfolios that emphasize metacognition Design performance tasks that motivate and engage students Construct rubrics that describe indicators of quality work Create tests that focus on higher order thinking skills Offering numerous applications and examples How to Assess Authentic Learning guides teachers in developing the assessment tools needed to help all students meet or exceed mandated academic standards

Raising Reading Achievement in Middle and High Schools Elaine K. McEwan, Elaine K.

McEwan-Adkins, 2006-09-26 Strengthen student literacy achievement in middle and high schools In response to the No Child Left Behind Act NCLB raising literacy levels in secondary schools has taken on a new urgency Recognized literacy author Elaine K McEwan focuses her revised second edition on enhancing the five big ideas for raising reading achievement with seven cognitive strategies of highly effective readers and more than twenty research based teaching for learning tips to infuse into daily content instruction Featuring reflection and discussion questions for reinforcement this indispensable guide demonstrates how to improve students literacy with these five teacher friendly strategies Focus on changing what you can change Teach the students who can't read how to read Teach every student how to read to learn Motivate all students to

read more to read increasingly more challenging books and to be accountable for what they read Create a reading culture in your school With new programs designed for adolescent learners this update provides suggestions and developmental tools to effectively strengthen reading curriculum and instruction Reading specialists special education teachers literacy coaches intervention specialists and central office administrators can also use this essential tool for evaluating middle and high school reading programs and formulating school and district improvement goals *Resources in Education* ,1998-07 **Science Instruction in the Middle and Secondary Schools** Eugene L. Chiappetta,Thomas R. Koballa,2006 For science instruction in middle and secondary schools On Reserve for Edu 427 **The Game of Science Education** Jeffrey Weld,2004 An accessible and authoritative approach to effective science teaching this text is the work of 16 contributors who each employ a single metaphor that will resonate with readers that science education can and should be considered an exciting game With Windows Into the Classroom personal accounts and The Game in Action vignettes students are provided with practical applications throughout the book Many contributors to this book were involved in the development and draft review of the National Science Education Standards and therefore fully appreciate the importance of overtly linking research based commentary and recommendations to the Standards As a result the entire work is steeped in a current research foundation tied closely to the National Science Education Standards Features of this new text Windows into the classroom personal accounts and The Game in Action vignettes provide practical applications throughout the book Written in accessible first person accounts each contributor takes a conversational approach that will appeal to a broad audience of readers Introductions establishes the game metaphor that sustains the chapter and weaves throughout the book Conclusions leaves the reader with upbeat and practical suggestions for effective science teaching Author Biographies highlight the distinguished record of achievement of each contributor Additional Resources at the end of each chapter provide suggestions of useful readings websites and other instructional instruments Reflection questions intended to provoke the reader to apply the ideas and concepts unearthed in the chapter to his or her own unique vantage or condition as an educator The research base of this proposal is a 10 on a scale of 1 10 I m impressed with the style and theme of the essays my students would learn a great deal regarding the practical application of science education Professor David R Wetzels Bloomsburg University I very much like the use of the analogy of a Game used by the authors The text is VERY readable Professor Molly Weinburgh Georgia State University The writing style and use of the game metaphor will undoubtedly grab undergraduate alternate entry and graduate student interest Professor Warren J DiBiase EdD University of North Carolina Charlotte Author Bio A decorated veteran of high school science teaching Jeff now researches effective science teaching and learning testing innovations on his students at Northern Iowa He also develops curriculum consults at local and national levels and serves science education organizations He has published research and philosophy in Educational Leadership Phi Delta Kappa The Science Teacher The American Biology Teacher Education Week the Journal of College Science Teaching the Journal of Science Teacher Education

the International Journal of Science Education and Teacher magazine Page 1 of 2 Secondary School Teaching Richard D. Kellough, Noreen G. Kellough, 2006-02 A comprehensive guide to instructional methods and contains many practical exercises for active learning *Journal of Research in Rural Education* ,2003 **Writing and Thinking in the Social Sciences** Sharon Friedman, Stephen Steinberg, 1989 This complete guide to writing in the social sciences is appropriate for freshman composition courses where social sciences writing is emphasized This complete guide to writing in the social sciences is appropriate for freshman composition courses where social sciences writing is emphasized It is essential for students in history sociology and psychology courses who do a lot of writing *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>

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