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** |
| **Appe arance** | 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 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. |  |  |
| **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. |  |  |
| **Hypothe sis** | 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 che ck 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. |  |