Name:_____

Research Paper Rubric

	4	3	2	1
Content and Focus	• 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.	• 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.	• Contains thesis but with inconsistent focus. • Generalized supporting details that prove thesis. • Conclusion tends to summarize research.	• Thesis statement lacks clarity and focus. • Inadequate or missing supporting details. • Missing a summarizing conclusion
Organization	• Strong introduction and conclusion. • Consistent and coherent logical progression. • Uses clear and skillful transitions.	• Clear introduction and conclusion. • Illustrates some consistency and shows some logical progression. • Uses clear transitions.	• Introduction and conclusion is present but not clear. • Show some attempt of consistency and order. • Paper shows attempt of transitions between paragraphs.	• Unable to clearly identify introduction and conclusion. • Lack of consistency and order. • Paper shows little or no attempt of transitions between paragraphs.
Style	• 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.	• 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.	• 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.	• Paper frequently uses informal language. • Language is not appropriate to topic. • Message is unclear. • Majority of paper is plagiarized.
Sources/Format	Follows MLA guidelines: • 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.	Follows MLA Guidelines with few exceptions: • 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.	• Inconsistent use of MLA style guidelines. • Less than 3- cited sources used. • Majority of parenthetical documentation done incorrectly. • Random MLA documentation. • Rarely documents sources.	• Fails to follow MLA style Guidelines. • Less than 3 cited sources used little or no parenthetical documentation. • Works Cited page is not understandable.
Conventions	Superior editing. Rarely makes errors in the following areas: • Spelling and mechanics. • Correct usage and grammar.	Careful editing. Makes few errors in the following areas: • Spelling and mechanics • Correct usage and grammar	Some evidence of editing: • Extensive spelling and grammatical errors.	Poor editing: • Spelling and grammatical errors make it difficult to read paper.

Score:_____ / 4

Evaluated by:_____ Date:_____

[Science Research Paper Rubric](#)

Rachel Sandford

Science Research Paper Rubric:

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 CurriculumChester 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   **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 ProgramUniversity 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 years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them   **How to Assess Authentic Learning** Kay Burke,2009-10-07 Create assessments that meet state standards and target students learning needs In this revised edition of her bestseller Kay Burke provides a wide range of easy to implement alternative assessments that address today s accountability requirements 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 diverse learning needs Updated research and examples help 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 *Helping Scientists to Communicate Well for All Considered: Strategic Science Communication in an Age of Environmental and Health Crises* Scott McWilliams,Marcia Allison,Marina Joubert,Ingrid Lofgren,Brianne Suldovsky,2022-09-16 **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 highligh 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 Wetzel 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

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   *Teacher's Quick Wins With Ai Feedback* Lydia Thornfield,2025-10-17 Grading doesn t have to consume your evenings Teacher s Quick Wins With AI Feedback shows educators how to cut grading time in half while improving the quality fairness and consistency of their feedback This hands on guide introduces AI driven tools and rubric systems that make evaluation faster and more meaningful Learn how to design clear flexible rubrics that integrate seamlessly with AI assistants to assess writing projects and presentations without compromising integrity or personalization You ll discover how to automate routine comments identify learning patterns and guide students with constructive human centered feedback With examples drawn from real classrooms and practical templates ready to adapt this book helps teachers reclaim time for creativity and connection It also explores essential ethical considerations showing how to balance AI efficiency with transparency student trust and academic standards Perfect for teachers professors and trainers ready to embrace the future of assessment Teacher s Quick Wins With

AI Feedback turns technology into a powerful teaching ally Less burnout better outcomes that s the promise of smart grading

Journal of Geoscience Education ,2006   Cybernetics Abstracts ,1976   **Scientific American** ,1893   *Teaching Clay Science* Richard W. Berry,2002   *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 thetypes 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   **Qualitative Inquiry in Geoscience Education Research** Anthony D. Feig,Alison Stokes,2011   *Proceedings of the Royal Society of London* Royal Society (Great Britain),1926   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   *Evidence-Based Librarianship* Elizabeth Connor,2007-05-14 This book features case studies and active learning exercises related to using evidence based approaches in several types of academic libraries Evidence Based Librarianship is a vital reference to practicing librarians library science students and library science educators as it focuses on applying practice based evidence gleaned from users direct observation and research Peer reviewed case studies from leading academic librarians Active learning exercises for on the job training and library science education related to evidence based practice Detailed bibliography   Science and Science Teaching Sharon Sherman,Robert Scott Sherman,2004 This core text for the K 8 methods course in science is a practical guide to teaching science in inquiry centered and standards based classrooms Its inclusive coverage of the major domains of science includes examples from the studies of life physics earth space and environment This edition integrates technology thoroughly with science content instructional methods and cues to monitoring student development   The Ethics of teaching and scientific research Sidney Hook,Paul Kurtz,1977   **Journal of the American Society for Information Science** American Society for Information Science,1992

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