

# Research Paper Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard
<b>Title Page</b>	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of 3
<b>Thesis Statement</b>	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.
<b>Introduction</b>	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.
<b>Body</b>	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.
<b>Organization- Structural Development of the Idea</b>	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.
<b>Conclusion</b>	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.
<b>Mechanics</b>	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.
<b>Usage</b>	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.
<b>Citation</b>	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.
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# Science Research Paper Rubric For Middle School

**JS Bruner**



## **Science Research Paper Rubric For Middle School:**

**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 *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 *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 [Resources for Student Assessment](#) Peggy Kelly, M. G. Kelly, Jon Haber, 2006 Detailed guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices at the site district and state levels School Library Journal *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 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 the International Journal of Science Education and

Teacher magazine Page 1 of 2     Teaching Science in Elementary and Middle School Classrooms Joseph S. Krajcik, Charlene Lochbihler Czerniak, Carl F. Berger, 2003 This text provides an overview of current science teaching practices for the elementary and middle grades The authors top scholars in the field of science education believe that all children should develop an in depth and meaningful understanding of scientific concepts and processes To achieve this the text utilizes the Project Based Approach Project based science stresses that science teaching should emphasize the active engagement of students in science rather than teachers telling students information Each chapter has several Portfolio Activity boxes that provide active learning experiences or reflections for the student Like the first edition the text includes numerous strategies in each chapter that help both new and experienced teachers understand how to teach science in an active and engaging manner The text also shows teachers how to implement the National Science Education Standards NSES and constructivist strategies A NSES marginal feature keys content to the standards Moreover this textbook helps teachers learn how to implement all of today s major reforms not just read about them     *Middle School Journal* ,2002     The Science Teacher ,2008 SCC Library has 1964 cur     Science Scope ,2003     *Democracy & Education* ,2006     **Classroom Assessment** James H. McMillan,2007 Classroom Assessment Principles and Practice for Effective Standards based Instruction

**Thinking Maps as Tools for Multiple Modes of Understanding** David Nelson Hyerle,1993     **Michigan Journal of Community Service Learning** ,1999     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     *A Resource Guide for Teaching* Richard Dean Kellough,1997 Practical and thorough this engaging resource guide truly practices what it preaches hands on activities rich research based performance driven teaching Coverage integrates the best ideas from a broad spectrum of instructional approaches into an eclectic teaching model that the author characterizes as multilevel instruction This is truly one of the most comprehensive books on the market today made even better in this latest edition Coverage includes the relationship among curriculum standards assessment and high stakes testing what s need to establish and maintain a supportive learning environment and updated information on outstanding school programs For professionals in the field of teaching     *Pennsylvania Educational Leadership* ,2007     **Partnerships for Lifelong Learning** Lesley S. J. Farmer,1999 Would you like to optimize the impact of library services in your school Be proactive and make educational partnerships happen In this essential guide Farmer presents techniques guidelines and examples for growing and nurturing educational relationships By exploring the issue of partnerships as well as current educational challenges and their impact on the roles of school community members Farmer shows how to deal with contemporary educational goals and gaps She then discusses the benefits and costs of educational

partnerships Included are detailed models of partnership plans that work The entire school community needs to work collaboratively in order to meet the educational challenges of the 21st century You can be the leader with this book **The Science of Questioning** Sally Hanh Nguyen,2004 **Library Literature & Information Science** ,2003 An index to library and information science literature

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include 93010 electrocardiogram ecg or ekg routine with at least 12 leads 93798 physician services for outpatient cardiac rehabilitation with continuous ecg monitoring per session