

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

## Research Paper Rubric

	4	3	2	1
<b>Content and Focus</b>	<ul style="list-style-type: none"> <li>Exceptionally clear, focused, interesting thesis.</li> <li>Strong, rich supporting details and examples that prove thesis.</li> <li>A meaningful conclusion explaining the importance of the research and how it can be used.</li> </ul>	<ul style="list-style-type: none"> <li>Clear thesis which maintains a consistent focus from beginning to end.</li> <li>Specific supporting details are present.</li> <li>A clear conclusion as to why the research is important.</li> </ul>	<ul style="list-style-type: none"> <li>Contains thesis but with inconsistent focus.</li> <li>Generalized supporting details that prove thesis.</li> <li>Conclusion tends to summarize research.</li> </ul>	<ul style="list-style-type: none"> <li>Thesis statement lacks clarity and focus.</li> <li>Inadequate or missing supporting details.</li> <li>Missing a summarizing conclusion.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Strong introduction and conclusion.</li> <li>Consistent and coherent logical progression.</li> <li>Uses clear and skillful transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Illustrates some consistency and shows some logical progression.</li> <li>Uses clear transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and conclusion is present but not clear.</li> <li>Show some attempt of consistency and order. Paper shows attempt of transitions between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to clearly identify introduction and conclusion.</li> <li>Lack of consistency and order.</li> <li>Paper shows little or no attempt of transitions between paragraphs.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Written in formal language (avoids slang completely).</li> <li>Elaborate and colorful language.</li> <li>Consistently strong and varied sentence structure.</li> <li>Direct quotes support student's ideas.</li> <li>Paper written in student's own words.</li> </ul>	<ul style="list-style-type: none"> <li>Majority of paper written in formal language.</li> <li>Language appropriate to topic.</li> <li>Words convey intended message.</li> <li>Direct quotes support student's ideas.</li> <li>Majority of paper written in student's own words.</li> </ul>	<ul style="list-style-type: none"> <li>Some use of formal language recognized; informal language is dominant.</li> <li>Most language is appropriate to topic.</li> <li>Able to get vague idea of message.</li> <li>Some parts of paper written in student's own words.</li> </ul>	<ul style="list-style-type: none"> <li>Paper frequently uses informal language.</li> <li>Language is not appropriate to topic.</li> <li>Message is unclear.</li> <li>Majority of paper is plagiarized.</li> </ul>
<b>Sources/Format</b>	<p>Follows MLA guidelines:</p> <ul style="list-style-type: none"> <li>Uses 5 or more cited sources.</li> <li>Sources meet the guidelines for types of sources.</li> <li>All parenthetical documentation is MLA correct (author's name, pg. #).</li> <li>Works Cited page is MLA correct.</li> <li>All researched info is documented.</li> </ul>	<p>Follows MLA Guidelines with few exceptions:</p> <ul style="list-style-type: none"> <li>3-4 cited sources used.</li> <li>Sources meet the guidelines for types of sources.</li> <li>Few errors noted in parenthetical documentation.</li> <li>Majority of Works Cited page is MLA correct.</li> <li>Most research info is Documented.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of MLA style guidelines.</li> <li>Less than 3 cited sources used.</li> <li>Majority of parenthetical documentation done incorrectly.</li> <li>Random MLA documentation.</li> <li>Rarely documents sources.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to follow MLA style Guidelines.</li> <li>Less than 3 cited sources used little or no parenthetical documentation.</li> <li>Works Cited page is not understandable.</li> </ul>
<b>Conventions</b>	<p>Superior editing. Rarely makes errors in the following areas:</p> <ul style="list-style-type: none"> <li>Spelling and mechanics.</li> <li>Correct usage and grammar.</li> </ul>	<p>Careful editing. Makes few errors in the following areas:</p> <ul style="list-style-type: none"> <li>Spelling and mechanics.</li> <li>Correct usage and grammar.</li> </ul>	<p>Some evidence of editing:</p> <ul style="list-style-type: none"> <li>Extensive spelling and grammatical errors.</li> </ul>	<p>Poor editing:</p> <ul style="list-style-type: none"> <li>Spelling and grammatical errors make it difficult to read paper.</li> </ul>

Score: \_\_\_\_\_ / 4

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# Sample Research Paper Rubrics

**Nanci Werner-Burke, Karin Knaus, Amy  
Helt DeCamp**



## **Sample Research Paper Rubrics:**

**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 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 Rebuilding Research Writing Nanci Werner-Burke, Karin Knaus, Amy Helt DeCamp, 2014-02-24 Our students must become skilled at finding answers and using information to succeed in college careers and daily life Using inquiry writing and technology to infuse passion into the classroom research paper motivates students and results in deeper learning In this practical research based book authors Werner Burke Knaus and DeCamp encourage you to toss the old index cards and jump start the classroom research paper so that it is more meaningful manageable and effective Explore innovative ways to help students find engaging topics collect and evaluate information and write rethink and revise to truly impact their audience The book is filled with tools and student samples to help you implement the ideas in your own classroom Special Features Clear connections to the Common Core State Standards Ready to use classroom handouts for different stages of the research process A handy appendix featuring a sample research project timeline and rubric Helpful examples of real student work and assessments Research based foundations that guide and inform how the process unfolds and why it works **Research Paper Writing Guide for Criminal Justice and Forensic Investigation Scholars** Michael Kane, 2015-06-10 This book contains the necessary information for college students to write successful research papers Most research textbooks stop short at describing the step by step process of building and presenting research papers This book does not The textbook s design walks students through the logical process of building research papers and presenting research findings both orally and in writing Topics include APA Writing Guide and Paper Requirements The Purpose Statement Citing in APA Style What is a Scholarly Journal The Literature Review Critical Thinking Analysis Synthesis and Evaluation The Oral Presentation Completing the Paper The textbook serves as a primary textbook for courses involving research methods and paper writing or serves as an effective supplement to courses with major research paper components The textbook contains several practical exercises and helpful

tables as well     Your First Year As a High School Teacher Lynne Marie Rominger, Suzanne Packard Laughrea, 2009-03-25  
Survive Thrive in the Classroom From Day One Teaching high school students is the toughest job you ll ever love Of course often it is an acquired love You must learn to manage your students education and play parent counselor police officer and mentor Wow Now relax it doesn t have to be overwhelming With a little preparation you can ensure that you and your students get the most out of your time in the classroom and enjoy it Full of real world advice and answers for the complex issues facing today s high school teachers this down to earth and witty book will teach you how to create an atmosphere of cooperation learning and respect within your classroom Use this helpful guide as your personal mentor to achieve a successful and satisfying career as a high school teacher Earn straight A s your first year by knowing how to Create an attention grabbing and interactive teaching environment Manage difficult students and unique teenage problems Communicate educate and have fun with your students Balance the demands of old school administrators and pushy parents Fairly assess grade and evaluate students Develop effective and engrossing lesson plans Straightforward up to date and engaging I ve seen a lot of resource books for new teachers and this is the best of the bunch Wendell Geis continuing education administrator University of California Davis     *Enhancing Teaching and Learning* Jean Donham, 2013-06-12 It is important for school librarians to consider the expertise of classroom teachers the position of school administrators and the beliefs and values of the community at large Striking the balance between collaboration and leadership is a key to successful implementation of an effective library program     Using Rubrics for Performance-Based Assessment Todd Stanley, 2021-10-03 Writing a rubric that can accurately evaluate student work can be tricky Rather than a single right or wrong answer rubrics leave room for interpretation and thus subjectivity How does a teacher who wants to use performance based assessment in this day and age of educational data and SMART goals find a way to reliably assess student work The solution is to write clear rubrics that allow the evaluator to objectively assess student work This book will show classroom teachers not only how to create their own objective rubrics which can be used to evaluate performance assessments but also how to develop rubrics that measure hard to assess skills such as leadership and grit and how to empower their own students to create rubrics that are tailored to their work     Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities Blankenship, Rebecca J., Wiltsher, Cheree Y., Moton, Brandon A., 2022-06-24 Faculty learning communities are a fairly new ideology that is gaining traction among educators and institutions These communities have numerous benefits on professional development such as enhancing educator preparedness and learning The possibilities of these communities are endless however further study is required to understand how these learning communities work and the best practices and challenges they face Experiences and Research on Enhanced Professional Development Through Faculty Learning Communities shares the experiences and research related to the enhanced professional development received by university faculty and staff participating in a series of collaborative faculty learning

communities The book using qualitative quantitative and mixed methodologies considers educator experiences as participants in the faculty learning communities what they learned and how they applied and implemented best practices in their courses Covering topics such as curricula course design and rubrics this reference book is ideal for administrators higher education professionals program developers program directors researchers academicians scholars practitioners instructors and students

*A Complete Guide to Rubrics* Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

**Writing the Classroom** Stephen E. Neaderhiser, 2022-11-21 Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth

Curriculum Design for Writing Instruction Kathy Tuchman Glass, 2004-12-09 Replete with strategies examples and reproducibles this guide is invaluable for any teacher who wants to boost student achievement

in writing for any subject or grade level      *Preparing to Teach Writing* James D. Williams, 2014-02-05 *Preparing to Teach Writing* Fourth Edition is a comprehensive survey of theories research and methods associated with teaching composition successfully at the middle secondary and college levels Research and theory are examined with the aim of informing teaching Practicing and prospective writing teachers need the information and strategies this text provides to be effective and well prepared for the many challenges they will face in the classroom Features Current combines discussions and references to foundational studies that helped define the field of rhetoric and composition with updated research theories and applications Research based thorough examination of relevant research in education literacy cognition linguistics and grammar Steadfast adherence to best practices based on how students learn and on how to provide the most effective writing instruction A Companion Website provides sample assignments and student papers that can be analyzed using the research and theory presented in the text      **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 Meet Standards, Motivate Students, and Still Enjoy Teaching!**

Barbara P. Benson, 2008-08-15 Barbara P Benson introduces a system of teaching and learning that both teacher and students can benefit from The system is based on four practices and these are integrated with tests      **Rubrics - a tool for feedback and assessment viewed from different perspectives** Ivo de Boer, Femmie de Vegt, Helma Pluk, Mieke Latijnhouwers, 2021-11-17 This IAMSE Manual describes how to use rubrics in higher education especially in the highly specialized health sciences education setting The book provides a conceptual framework practices and a series of checklists

that lecturers can use to design their own rubrics for a variety of situations and content. It highlights varying perspectives from teachers, students, educational advisors, and curriculum managers while providing practical tips for developing and using rubrics. The objectives of the manual include guiding health sciences educators in providing useful, actionable, and efficient feedback to students on assignments using a structured format, i.e., using rubrics. Implementing a learning culture where giving rich feedback is standard practice. Using rubrics to increase quality of assessment of assignments, validity, reliability, transparency. Incorporating in the instructional setting latest insights in the appropriate use of rubrics in the health sciences education setting.

*Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments* Mariano, Gina J., Figliano, Fred J., 2019-01-25. Learning strategies for critical thinking are a vital part of today's curriculum as students have few additional opportunities to learn these skills outside of school environments. Therefore, it is of utmost importance for pre-service teachers to learn how to infuse critical thinking skill development in every academic subject to assist future students in developing these skills. The *Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments* is a collection of innovative research on the methods and applications of critical thinking that highlights ways to effectively use critical thinking strategies and implement critical thinking skill development into courses. While highlighting topics including deep learning, metacognition, and discourse analysis, this book is ideally designed for educators, academicians, researchers, and students.

*Handbook of Research on Applying Universal Design for Learning Across Disciplines: Concepts, Case Studies, and Practical Implementation* Fovet, Frederic, 2021-01-22. Universal design for learning (UDL) has been hailed for over a decade as a revolutionary lens that allows campuses to shift their efforts to create inclusive environments. In recent years, UDL has gone beyond the field of disability and been explored with regards to international and indigenous students. There is now a sizable body of literature that details the benefits of implementing UDL in higher education as well as a number of emerging studies examining the strategic challenges of developing UDL across institutions. There is, however, still a relative paucity of research discussing the transformation of instruction or assessment in concrete terms. Therefore, there is a necessity for research and information on UDL that has already been implemented in classrooms and the practical examples of what this process of transformation looks like. The *Handbook of Research on Applying Universal Design for Learning Across Disciplines: Concepts, Case Studies, and Practical Implementation* offers practical examples of UDL having successfully been embedded in courses within various disciplines and classroom formats as well as across the undergraduate and graduate sectors. The chapters provide case studies and concrete examples of what the UDL reflection on practice might look like in specific faculties and departments. While highlighting UDL in areas such as educational technology, student engagement, assignment design, and inclusive education, this book is ideally intended for inservice and preservice teachers, administrators, teacher educators, higher education professors, and leaders, practitioners, researchers, academicians, and students interested in the integration of UDL into strategic academic plans. Library

Lessons I Janet Roche, **Effective Teaching** Community College of Vermont, 2004-01-31 Throughout this guide you will find specific strategies for teaching the kind of practical advice that circulates among veteran teachers whenever they gather together Page i *Writing Research Projects Activities Kit* Mary Ellen Ledbetter, 2000 *Instructional Explanations in the Disciplines* Mary Kay Stein, Linda Kucan, 2009-11-27 In today's climate of accountability and standards increasing attention is focused on teacher quality with less emphasis on what teachers actually do to interest and engage students in learning This path breaking volume addresses this research problem with a clear definition and a content specific analysis of the most essential teaching moment the instructional explanation for vital new perspectives on educational method and process Rich in examples from science mathematics and the humanities *Instructional Explanations in the Disciplines* explores a variety of interactive contexts for teaching and learning which may be collaborative between teachers students and others performed in non classroom settings or assisted by technology The book's subject matter specific framework reveals key elements in the process such as carefully examining the question to be answered making connections with what is already known and developing examples conducive to further understanding *Instructional Explanations in the Disciplines* is a valuable addition to the education library giving researchers new methods of unpacking educational process as few books before it



## Reviewing **Sample Research Paper Rubrics**: Unlocking the Spellbinding Force of Linguistics

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