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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.
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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 *Rubric Assessment Goes to College* Mary J. Goggins Selke, 2013-01-25 On campuses across the United States and beyond schools of business education law liberal arts management medical professions pharmacy and physical or social sciences are beginning to use assessment rubrics for purposes of formative and summative evaluation A concise yet comprehensive guide to rubric usage this book is an essential tool for university professional school college community

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Performance-Based Assessment for 21st-Century Skills Todd Stanley,2021-09-03 Performance based assessments allow classroom teachers an alternative to traditional multiple choice tests We often use fill in the bubble assessments in education to determine the readiness of students However in the 21st century workplace these types of tests fail to truly prepare students How many times in the real world are we called upon to take a multiple choice test In the real world we are called upon to prove our merit through performance based assessments displaying our 21st century skills We should be preparing students for this in the classroom Performance Based Assessment for 21st Century Skills makes the argument that teachers should use performance based assessments in the classroom It guides the educator step by step to show how he or she can create performance based assessments for students including what they look like teaching students how to create them setting the proper classroom environment and how to

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Guiding Students Into Information Literacy Chris Carlson, Ellen Brosnahan, 2009 Information Literacy takes readers systematically through the management of a research activity from conception to final product Each chapter includes handouts that have been used by the authors with actual research assignments websites for further information and a bibliography of additional books that support the ideas in the chapter An appendix with examples of research papers that have been done by the authors actual students is also included

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 Encyclopedia of Distance Learning, Second Edition Rogers, Patricia L.,Berg, Gary A.,Boettcher, Judith V.,Howard, Caroline,Justice, Lorraine,Schenk, Karen D.,2009-01-31 Offers comprehensive coverage of the issues concepts trends and technologies of distance learning Action Research Essentials Dorothy Valcarcel Craig,2009-03-03 Action Research Essentials is a practical guide born of the author s own experience working with students in the social sciences and education providing a step by step outline of how to do action research backed by the most extensive theory and research coverage on the market today The author guides future researcher practitioners through the action research process via numerous concrete illustrations and a wealth of on line resources positioning it as a fundamental component of practice A key and unique strength of the book is its outreach to a much larger breadth of students than usually found in action research books This book will illustrate all the steps in action research using examples from education social work psychology sociology nursing medicine and counseling The structure of the book is intended as the sole textbook for a course devoted to naturalistic inquiry practitioner research or beginning qualitative methods or can complement a general research course *Engaging College and University Students* Ken Badley,2022-09-02 Engaging College and University Students outlines creative and effective course organization and teaching learning strategies for higher education courses By describing specific instructional best practices rather than addressing general questions about teaching in higher education the author presents a valuable resource for educators to consult in the moment The author explores the challenges of engaging students in online settings and draws comparisons with face to face strategies of engagement By organizing the strategies according to course progress and offering corresponding rubrics for assessment this guide for instructors offers a solid foundation for an ever changing teaching and learning landscape **Literacy Assessment and Intervention for Classroom Teachers** Beverly DeVries,2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources **Literacy Assessment and Intervention for Classroom Teachers** Beverly A. DeVries,2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment

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