

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

Evaluated by: \_\_\_\_\_ Date: \_\_\_\_\_

# Science Research Paper Rubric

**CL Gary**



## **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 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

China-us Science And Technology Competitiveness Assessment Report (2020) Debin Du, Dezhong Duan, 2021-04-23 Since 2018 the China US trade dispute has been escalating Science and technology S T and innovation are not only the underlying areas of trade dispute between the two largest economic powers but also the critical factors in determining whether China can win this trade war Notably after the ZTE event and Huawei event spotlight has been placed on the gap between the two countries in S T This book will introduce the competitiveness in S T a multifaceted concept and its evaluation index This is followed by a comparison of differences in S T development in China and the United States in the areas of human resources financial resources scientific research technological innovation and internationalization based on detailed and authoritative statistical data as well as in depth analysis of high tech industries such as the equipment manufacturing and information and communications technology

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

Formative Assessment Strategies for Enhanced Learning in Science, K-8 Elizabeth Hammerman, 2008-09-18 Hammerman focuses on the meaning and centrality of formative assessment providing insights examples and ties to numerous individual initiatives to improve science experiences for students and to inspire better teaching for teachers Robert E Yager Professor of Science Education University of Iowa This

**Strategies for Teaching Science, Levels 6-12** Barbara Houtz, 2011-06-01 Developed for grades 6 12 this rich resource provides teachers with practical strategies to enhance science instruction Strategies and model lessons are provided in each of the following overarching topics inquiry and exploration critical thinking and questioning real world applications integrating the content areas and technology and assessment Research based information and management techniques are also provided to support teachers as they implement the strategies within this resource This resource supports core concepts of STEM instruction [Science Framework for the 2011 National Assessment of Educational Progress](#), 2011 [ASME](#)

U.S. Government Research & Development Reports ,1970      Impact Assessment and Project Appraisal ,2002  
 Exceptional Child Education Resources ,2002      Resources in Education ,1996      PAIS Bulletin ,1989

Scientific American, 1893      **Higher Education in the UK.**, 1995      Proceedings of the Indiana Academy of Science  
Indiana Academy of Science, 1895      □□□□□□□□□□□□□□□□□□ □□□□□□ (Japan), 1990      **Index of Conference**  
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