

Name: _____

Research Paper Rubric

	4	3	2	1
Content and Focus	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Contains thesis but with inconsistent focus. Generalized supporting details that prove thesis. Conclusion tends to summarize research. 	<ul style="list-style-type: none"> Thesis statement lacks clarity and focus. Inadequate or missing supporting details. Missing a summarizing conclusion.
Organization	<ul style="list-style-type: none"> Strong introduction and conclusion. Consistent and coherent logical progression. Uses clear and skillful transitions. 	<ul style="list-style-type: none"> Clear introduction and conclusion. Illustrates some consistency and shows some logical progression. Uses clear transitions. 	<ul style="list-style-type: none"> Introduction and conclusion is present but not clear. Show some attempt of consistency and order. Paper shows attempt of transitions between paragraphs. 	<ul style="list-style-type: none"> Unable to clearly identify introduction and conclusion. Lack of consistency and order. Paper shows little or no attempt of transitions between paragraphs.
Style	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Paper frequently uses informal language. Language is not appropriate to topic. Message is unclear. Majority of paper is plagiarized.
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Dialogic Collaborative Action Research in Science Education Allan Feldman, Jawaher Alsultan, Katie Laux, Molly Nation, 2023-08-17 This engaging and practical book offers science teacher educators and K 12 science teachers alike the tools to engage in a dialogic mode of collaborative action research D CAR a collaborative mode of action research focused on teachers experiences with students reflection upon these experiences and peer learning Renowned science educator Allan Feldman and co authors from across numerous settings in K 12 science education present the theory methodology case studies and practical advice to support the use of D CAR as a means to enhance teachers normal practice and address the problems dilemmas and dissonances that science teachers must negotiate as they work to meet the needs of an increasingly diverse student population and engage with complex science teaching challenges that disproportionately affect marginalized students The book will be of use to science teacher educators pre service and in service science teachers professional development specialists or any science educator invested in developing creative reflective and thoughtful teachers

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Achievement in Middle and High Schools Elaine K. McEwan,2006-09-26 This second edition enhances the five big ideas for raising reading achievement with seven cognitive strategies and more than twenty teaching for learning tips for daily instruction **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**

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