Name:_____

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.
Sources/Format	Follows MLA guidelines: • Uses 5 or more cited sources. • Sources meet the guidelines for types of sources. • All parenthetical documentation is MLA correct (author's name, pg. #). • Works Cited page is MLA correct. • All researched info is documented.	Follows MLA Guidelines with few exceptions: • 3-4 cited sources used. • Sources meet the guidelines for types of sources. • Few errors noted in parenthetical documentation • Majority of Works Cited page is MLA correct. • Most research info is Documented.	• Inconsistent use of MLA style guidelines. • Less than 3 cited sources used. • Majority of parenthetical documentation done incorrectly. • Random MLA documentation. • Rarely documents sources.	• Fails to follow MLA style Guidelines. • Less than 3 cited sources used little or no parenthetical documentation. • Works Cited page is not understandable.
Conventions	Superior editing. Rarely makes errors in the following areas: • Spelling and mechanics. • Correct usage and grammar.	Careful editing. Makes few errors in the following areas: • Spelling and mechanics • Correct usage and grammar	Some evidence of editing: • Extensive spelling and grammatical errors.	Poor editing: • Spelling and grammatical errors make it difficult to read paper.

Score:_____ / 4

Evaluated by:_____ Date:_____

Sample Research Paper Rubrics

Holt Rinehart & Winston

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 ProgramUniversity 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   **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 CurriculumChester 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 *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 **Blueprints for Course Design** Jennifer L. Booth,John D. Harvey,Melina W. Rabon,2025-11-04 Blueprints for Course Design incorporates multiple elements of educational theory and practice to create a comprehensive set of blueprints for the design planning and delivery of courses It challenges educators in a variety of disciplines to understand appreciate and adopt a learning centered approach to higher education that focuses on learners and helps them achieve measurable growth in content character and competence The ultimate goal is to nurture holistic transformation in the lives of individuals who participate in the process of learning

Writing Research Projects Activities Kit Mary Ellen Ledbetter,2000 Abstracts of Papers Presented to the American Mathematical Society American Mathematical Society,2007 Facilitating Preservice Teachers in the Action Research Process Karen M. Gibson,2000 **Collected Papers from the Institute for Biological Research of the Johns Hopkins University** ,1928 **WPA, Writing Program Administration** ,2005 **Selected Papers from the 15th International Conference on College Teaching and Learning** Costas Efthimiou,Ralph A. Llewellyn,Derek Madden,Diane Grayson,Gerald D. Baumgardner,Gordon/W Couturier,Jessica Herron,Roy P. Pargas,John/A Rushing,Jean/M Gordon,Richard Murphy,Kathleen King,Mark/Sudlow Hoyert,Cynthia/D O'Dell,Malgorzata/S Zwyno,Phyllis/D Barham,Pedro Hernández-Ramos,Ron Liss,Susan S. Nash,Wendy/L Jordanov,Jason Farmer,Coreen Mett,Neil P. Sigmon,2004 *Within and Beyond the Writing Process in the Secondary English Classroom* Reade W. Dornan,Lois Matz Rosen,Marilyn J. Wilson,2003 Within and Beyond the Writing Process in the Secondary English Classroom combines an up to date balanced and integrated approach to writing instruction focusing on both composition theory and practice **Undergraduate Writing in Psychology** R. Eric Landrum,2008 Step by step guidance on such topics as crafting research questions or theses executing library database searches analyzing evaluating and synthesizing literature and drafting specific parts of a paper Writing samples illustrate key concepts and the book shows examples of checklists and grading rubrics instructors might use **A Resource Guide for Teaching** Richard Dean Kellough,1997 Practical and thorough this engaging resource guide truly

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