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| Name/Period:Research Rubric | Sidell 12th -standards on last page |
| CATEGORY | 16-20 - Above Standards | **11-15**- Meets Standards | 6-10 - Approaching Standards | 0-5- Below Standards |
| **Intro and Conclusion****write informative text; Introduce topic; validate the research****X2-possible 40** | a. Introductory Paragraph has more than 5 complex and varied sentences. Begins with an attention-grabbing hook, does not mention topic in first sentence. b. Has background information. Elaborates and introduces topic: includes specifically who the problem affects and precise broader impacts of the issue. c. Conclusion answers the question, “so what?” includes significance/ importance of topic, what is learned and what should change d. Discusses in detail correcting legislation or relocation of people or holding countries/people more accountable e. Gives a well thought-out and detailed suggestion or warning for the future | a. Has less than 5 sentences that are complex or does not have strong hook or mentions topic in the first sentence. Introduces topic.Conclusion is relevant:There are other areas that do not exceed but do meet expectations of the standard. They are indicated with relevant circled letter.ABCDE | Does not have a hook or does not have at least four sentences or sentences are simple, or does not elaborated or does not discuss who the problem affects or the broader impacts.Conclusion is evident.There are other issues present which cause the paper to not meet expectations of the standard. They are indicated with relevant circled letter.ABCDE | Introduction does not discuss the topic or makes no sense or has less than 3 sentences or all simple sentencesConclusion is weak or nonexistentThere are other issues that cause the paper to be below expected standards and are indicated with relevant circled letter.ABCDE |
| **Evidence and Examples****develop claim;** **support claim; develop topic; precise language and vocabulary; content of text****X3 possible 60** | a. Two in-text citations per paragraph. b. The quotations and/or paraphrased text are not just “plopped in” the text, but are explained and connected fluidly & embedded in the text; c. the quote or paraphrase is cited and used to support the author’s own words. The paragraph does not begin or end with a paraphrase, quotation, or citation. d.The information found is specific and relevant to the introduction and specific topic. There are four solid pages of text not including photographse. There are four body paragraphs corresponding to the instructions in the research assignment  | Most of the evidence and examples are specific and relevant to the argument, and some explanations are given that show how each piece of evidence supports the author's position.There are other areas that do not exceed but do meet expectations of the standard. They are indicated with relevant circled letter.ABCDE | At least one of the pieces of evidence and examples is relevant to the argument and has an explanation that shows how that piece of evidence supports the author's position.There are other issues that do not meet but approach expectations of the standard. They are indicated with relevant circled letter.ABCDE | Evidence and examples are NOT relevant to the argument AND/OR are not explained.There are other issues that are below expected standards and are indicated with relevant circled letter.ABCDE |

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| **Sequencing.** **Link sections; create cohesion; clarify relationships; develop topic; transitions; sequencing****X1-possible 20** | Information is provided in a logical order that makes it easy and interesting to follow the author's train of thought. Thoughtful and relevant transition words are used to begin each paragraph. The paragraph does not begin or end with a paraphrase, quotation, or citation.  | Information provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought. There are 3 body paragraphs. | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. Body paragraphs overlap.  | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay confusing; there are no clear paragraphs. |
| **Convention/Language Standards****X1-possible 20** | A.The paper contains no spelling, capitalization, or punctuation errors. The paper has no other grammatical errors and makes sense. B. The paper is free of run-ons, comma splices, and sentence fragments. C. The paper uses 3rd person point of view, refraining from the use of personal references (I, me, you, etc.) D. Paraphrasing is believable. The composition accurately reflects the style of a high school student | The paper has some issues with conventions /mechanics/languageThere are areas that need improvement but meet the standard:ABCD | Author makes a few errors in capitalization, grammar, spelling, structure or punctuation that interrupt the flow. There are other issues. The paper is approaching the standard:ABCD | Author makes several errors in capitalization, grammar, spelling, structure, or punctuation that interrupt the flow.Below Standards:ABCD |
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| **Gather relevant information from multiple authoritative sources** **Draw evidence from informational text****Appropriate APA Documentation: Parenthetical and Reference Page, text, headers, title page****X3-possible 40** | a. Researcher located at least 5 reliable sources, including 2 scholarly, peer-reviewed, 2 credible and 1 choiceb. All references and in-text citations accurately documented in APA format and match exactly c. There are at least two scholarly sources, two credible sources and one source choiceThere are headers with page numbers at the top of every page.d. title page has name, class, date, teacher’s name at top left, separate title page at beginning, separate reference page at the end. | Researcher located at least 5 reliable information sources, including 2 scholarly. Sources are mostly accurately documented, but a few are not in the desired format. There are other areas that do not exceed but do meet expectations of the standard. They are indicated with relevant circled letter.ABCD | Researcher located 3 or more information sources or less than 2 of are scholarly sources. Most sources are not accurately documented, and many are not in the desired format. There are other issues that do not meet but approach expectations of the standard. They are indicated with relevant circled letter.ABCD | Researcher located 1-2 reliable information sources or student did not find any reliable sources or student did not use all sources in the paper. All sources are not accurately documented or References Page is Not present OR incorrect or student does not use parenthetical documentation.There are other issues that are below expected standards and are indicated with relevant circled letter.ABCD |

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| **Photographs X1-possible 20****12W7** | **Relevant photographs are strategically placed in between relevant paragraphs with sensible and detailed captions** | Photographs are between paragraphs but may not be relevant. Captions are present and sensible | Photographs evident or no caption (approaching) or photographs and captions are missing (below standard) |

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Total points\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/200

Research Standards 12th grade:

ELAGSE11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing ELAGSE11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELAGSE11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references(e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.

ELAGSE11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

ELAGSE11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

ELAGSE11-12RI10: By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.