

Name: \_\_\_\_\_

## Research Paper Rubric

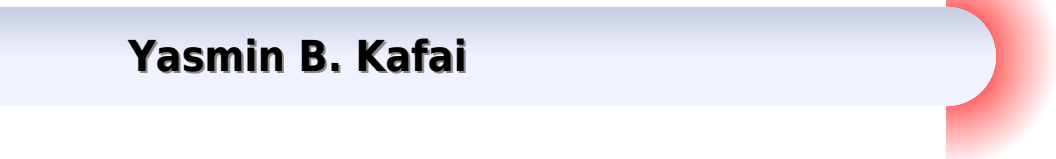
|                          | 4                                                                                                                                                                                                                                                                                                                                               | 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>                                                                                        |

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# Science Research Paper Rubric High School

**Yasmin B. Kafai**



## **Science Research Paper Rubric High School:**

**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

**Teaching High School Science Through Inquiry and Argumentation** Douglas Llewellyn, 2013 For Grades 9 12 this new edition covers assessment questioning techniques to promote learning new approaches to traditional labs and activities that emphasize making claims and citing evidence

**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 Program University 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

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      Assessing Disciplinary Writing in Both Research and Practice Wright, Katherine Landau, Hodges, Tracey S., 2023-08-01 Assessing Disciplinary Writing in Both Research and Practice tackles the challenge of measuring writing skills in specific content areas which is crucial for preparing students to communicate as field experts and for their future careers Edited by Katherine Wright Associate Professor of Literacy and Language at Boise State University and Tracey Hodges Founder and Lead Consultant of The Empowering Advocate this book provides solutions by bringing together validated measures and practical assessment strategies that can be used in both research and instruction The book s theoretical foundations cover multimodal disciplinary writing assessing disciplinary writing versus content area writing and using assessment as a tool for disciplinary writing instruction Practical methods for assessing writing in social studies science mathematics English and language arts and other genres at the elementary middle and high school levels are included as well as assessment strategies for specific populations of students such as undergraduate students English learners gifted and talented students special needs students and incarcerated students This highly valued reference is essential for academic scholars K12 teachers and educational researchers who want to improve writing instruction and research in content and discipline specific areas By providing validated measures and methods for assessing disciplinary writing this edited book helps bridge the gap between research and practice and enables practitioners to better measure student growth and improve writing instruction This publication is the first step towards advancing research and improving writing instruction in content and discipline specific areas      *Resources in Education* ,2001-10      **Science Educator's Guide to Laboratory Assessment** Rodney L. Doran, 2002 The book opens with an up to date discussion of assessment theory research and uses Then comes a wealth of sample assessment activities in biology chemistry physics and Earth science Keyed to the National Science Education Standards the activities include reproducible task sheets and scoring rubrics All are ideal for helping students reflect on their own learning during science lab      *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

**Effective Grading** Barbara E. Walvoord, Virginia Johnson Anderson, 2011-01-13 The second edition of Effective Grading the book that has become a classic in the field provides a proven hands on guide for evaluating student work and offers an in depth examination of the link between teaching and grading Authors Barbara E Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that when integrated with course objectives provides rich information about student learning as well as being a tool for learning itself The authors show how the grading process can be used for broader assessment objectives such as curriculum and institutional assessment This thoroughly revised and updated edition includes a wealth of new material including Expanded integration of the use of technology and online teaching A sample syllabus with goals outcomes and criteria for student work New developments in assessment for grant funded projects Additional information on grading group work portfolios and service learning experiences New strategies for aligning tests and assignments with learning goals Current thought on assessment in departments and general education using classroom work for program assessments and using assessment data systematically to close the loop Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities including community colleges When the first edition of Effective Grading came out it quickly became the go to book on evaluating student learning This second edition especially with its extension into evaluating the learning goals of departments and general education programs will make it even more valuable for everyone working to improve teaching and learning in higher education L Dee Fink author Creating Significant Learning Experiences Informed by encounters with

hundreds of faculty in their workshops these two accomplished teachers assessors and faculty developers have created another essential text Current faculty as well as graduate students who aspire to teach in college will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students classroom work in demonstrating departmental and institutional effectiveness Trudy W Banta author Designing Effective Assessment Socio-scientific Issues in the Classroom Troy D. Sadler,2011-05-11 Socio scientific issues SSI are open ended multifaceted social issues with conceptual links to science They are challenging to negotiate and resolve and they create ideal contexts for bridging school science and the lived experience of students This book presents the latest findings from the innovative practice and systematic investigation of science education in the context of socio scientific issues Socio scientific Issues in the Classroom Teaching Learning and Research focuses on how SSI can be productively incorporated into science classrooms and what SSI based education can accomplish regarding student learning practices and interest It covers numerous topics that address key themes for contemporary science education including scientific literacy goals for science teaching and learning situated learning as a theoretical perspective for science education and science for citizenship It presents a wide range of classroom based research projects that offer new insightsfor SSI based education Authored by leading researchers from eight countries across four continents this book is an important compendium of syntheses and insights for veteran researchers teachers and curriculum designers eager to advance the SSI agenda **Annual Report for Fiscal Year ...** National Science Foundation (U.S.),1972 **Creativity for Learning** Kristy Doss,Lisa Bloom,2025-09-15 Creativity for Learning provides a comprehensive understanding of creativity s role in learning as well as practical approaches to teaching creative thinking strategies to diverse learners This book provides a roadmap for creating instructional practices that allow learners to go beyond knowledge acquisition Chapters provide research on creativity along with insights from professionals who apply creativity in their work offering valuable guidance on how to nurture these essential skills in the classroom Packed with research based activities to help learners acquire and exercise creative thinking novel approaches to assessment as well as suggestions for learning space design this book has everything you need to orchestrate a classroom that fosters equitable talent development for all students across the content areas This must read guide will be the trusted companion for all educators seeking to transform their students into creative thinkers ready to meet the challenges of an uncertain future **Embracing Diversity in the Learning Sciences** Yasmin B. Kafai,2012-10-12 More than a decade has passed since the First International Conference of the Learning Sciences ICLS was held at Northwestern University in 1991 The conference has now become an established place for researchers to gather The 2004 meeting is the first under the official sponsorship of the International Society of the Learning Sciences ISLS The theme of this conference is Embracing Diversity in the Learning Sciences As a field the learning sciences have always drawn from a diverse set of disciplines to study learning in an array of settings Psychology cognitive science anthropology and artificial

intelligence have all contributed to the development of methodologies to study learning in schools museums and organizations As the field grows however it increasingly recognizes the challenges to studying and changing learning environments across levels in complex social systems This demands attention to new kinds of diversity in who what and how we study and to the issues raised to develop coherent accounts of how learning occurs Ranging from schools to families and across all levels of formal schooling from pre school through higher education this ideology can be supported in a multitude of social contexts The papers in these conference proceedings respond to the call *Raising Reading Achievement in Middle and High Schools* Elaine K. McEwan, Elaine K. McEwan-Adkins, 2006-09-26 Strengthen student literacy achievement in middle and high schools In response to the No Child Left Behind Act NCLB raising literacy levels in secondary schools has taken on a new urgency Recognized literacy author Elaine K McEwan focuses her revised second edition on enhancing the five big ideas for raising reading achievement with seven cognitive strategies of highly effective readers and more than twenty research based teaching for learning tips to infuse into daily content instruction Featuring reflection and discussion questions for reinforcement this indispensable guide demonstrates how to improve students literacy with these five teacher friendly strategies Focus on changing what you can change Teach the students who can t read how to read Teach every student how to read to learn Motivate all students to read more to read increasingly more challenging books and to be accountable for what they read Create a reading culture in your school With new programs designed for adolescent learners this update provides suggestions and developmental tools to effectively strengthen reading curriculum and instruction Reading specialists special education teachers literacy coaches intervention specialists and central office administrators can also use this essential tool for evaluating middle and high school reading programs and formulating school and district improvement goals **Evidence-Based Librarianship** Elizabeth Connor, 2007-04-30 This book features case studies and active learning exercises related to using evidence based approaches in several types of academic libraries Evidence Based Librarianship is a vital reference to practicing librarians library science students and library science educators as it focuses on applying practice based evidence gleaned from users direct observation and research Peer reviewed case studies from leading academic librarians Active learning exercises for on the job training and library science education related to evidence based practice Detailed bibliography [Problem-Based Learning for Math & Science](#) Diane L. Ronis, 2008 Teachers looking for a concise guide to implementing problem based learning in math and science classrooms This book is for you Debra Gerdes Professional Development Leader Illinois Mathematics and Science Academy The purpose of problem based learning is to emphasize meaning making over fact collecting With this method Diane Ronis has written a book that is well equipped to produce self motivated and independent lifelong learners Katie Morrow Technology Integration Specialist O Neill Public Schools NE Increase students skills and content retention in math and science What s the best way to create a real world instructional environment where students are involved in firsthand experiences and where important ideas are connected to

meaningful life events that help deepen learners understanding Diane Ronis demonstrates how the problem based learning PBL method gives students the opportunity to actively explore and resolve authentic problem simulations and student identified problems in the community while strengthening their problem solving skills Updated throughout this second edition illustrates how to use the PBL inquiry process with Internet resources to create an integrated instructional environment and also provides Problem based learning activities relating to math and science in each chapter Projects that correlate to national science mathematics and technology standards Student handouts evaluation forms and all the information necessary for successful project completion Problem Based Learning for Math and Science Second Edition is the perfect resource for educators who want to expand their teaching repertoire and shift instruction from a teacher centered to a learner centered perspective

**Differentiating Assessment in Middle and High School English and Social Studies** Sheryn Spencer-Waterman,2013-09-27 This book by Sheryn Spencer Waterman follows the bestselling Handbook on Differentiated Instruction for Middle and High Schools With numerous examples and strategies it is an all inclusive manual on assessing student readiness interests learning and thinking styles It includes examples of Pre Formative and Summative assessments Informal and formal assessments Oral and written assessments Project and performance assessments Highly structured and enrichment assessments for struggling to gifted students Assessment tools and rubrics

Demonstrating Student Mastery with Digital Badges and Portfolios David Niguidula,2019-01-14 In Demonstrating Student Mastery with Digital Badges and Portfolios David Niguidula shows how students can meet standards and express their individuality through digital badges and portfolios Building off an essential question What do schools want their students to know and be able to do he then shows how schools can implement a proficiency based approach to student learning that has been successfully field tested in districts across the United States In manageable steps readers are guided through the implementation process Niguidula shows readers how to Connect standards to badges Create portfolio worthy tasks Develop common rubrics and a common understanding of what work is considered good enough Guide students in curating the elements of their portfolios Promote authentic student reflection on their work Replete with real life examples this book is essential reading for principals who want to take their schools to the next level and for teachers who want a refreshing and sensible approach to assessment

Handbook of Research on Science Education, Volume II Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research

working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community Resources for Student Assessment Peggy Kelly,M. G. Kelly,Jon Haber,2006 Detailed guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices at the site district and state levels School Library Journal

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