

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.
Sources/Format	<p>Follows MLA guidelines:</p> <ul style="list-style-type: none"> • 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. 	<p>Follows MLA Guidelines with few exceptions:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Inconsistent use of MLA style guidelines. Less than 3 cited sources used. • Majority of parenthetical documentation done incorrectly. • Random MLA documentation. • Rarely documents sources. 	<ul style="list-style-type: none"> • Fails to follow MLA style Guidelines. • Less than 3 cited sources used little or no parenthetical documentation. • Works Cited page is not understandable.
Conventions	<p>Superior editing. Rarely makes errors in the following areas:</p> <ul style="list-style-type: none"> • Spelling and mechanics. • Correct usage and grammar. 	<p>Careful editing. Makes few errors in the following areas:</p> <ul style="list-style-type: none"> • Spelling and mechanics • Correct usage and grammar 	<p>Some evidence of editing:</p> <ul style="list-style-type: none"> • Extensive spelling and grammatical errors. 	<p>Poor editing:</p> <ul style="list-style-type: none"> • Spelling and grammatical errors make it difficult to read paper.

Score: _____ / 4

Evaluated by: _____ Date: _____

Science Research Paper Rubric High School

Christian Drosten



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

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

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

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

Resources in Education , 1998-07 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

Science Instruction in the Middle and Secondary Schools Eugene L. Chiappetta, Thomas R. Koballa, 2006 For science instruction in middle and secondary schools On Reserve for Edu 427

The Game of Science Education Jeffrey Weld, 2004 An accessible and authoritative approach to effective science teaching this text is the work of 16 contributors who each employ a single metaphor that will resonate with readers that science education can and should be considered an exciting game With *Windows Into the Classroom* personal accounts and *The Game in Action* vignettes students are provided with practical applications throughout the book Many contributors to this book were involved in the development and draft review of the National Science Education Standards and therefore fully appreciate the importance of overtly linking research based commentary and recommendations to the Standards As a result the entire work is steeped in a current research foundation tied closely to the National Science Education Standards Features of this new text *Windows into the classroom* personal accounts and *The Game in Action* vignettes provide practical applications throughout the book Written in accessible first person accounts each contributor takes a conversational approach that will appeal to a broad audience of readers

Introductions establishes the game metaphor that sustains the chapter and weaves throughout the book *Conclusions* leaves the reader with upbeat and practical suggestions for effective science teaching *Author Biographies* highlight the distinguished record of achievement of each contributor *Additional Resources* at the end of each chapter provide suggestions of useful readings websites and other instructional instruments *Reflection* questions intended to provoke the reader to apply the ideas and concepts unearthed in the chapter to his or her own unique vantage or condition as an educator

The research base of this proposal is a 10 on a scale of 1-10 I'm impressed with the style and theme of the essays my students would learn a great deal regarding the practical application of science education Professor David R Wetzel Bloomsburg University I very much like the use of the analogy of a Game used by the authors The text is VERY readable Professor Molly Weinburgh Georgia State University The writing style and use of the game metaphor will undoubtedly grab undergraduate alternate entry and graduate student interest Professor Warren J DiBiase EdD University of North Carolina Charlotte Author Bio A decorated veteran of high school science teaching Jeff now researches effective science teaching and learning testing innovations on his students at Northern Iowa He also develops curriculum consults at local and national levels and serves science education organizations He has published research and philosophy in *Educational Leadership* *Phi Delta Kappa* *The Science Teacher* *The American Biology Teacher* *Education Week* *the Journal of College Science Teaching* *the Journal of Science Teacher Education*

the International Journal of Science Education and Teacher magazine Page 1 of 2 **The Science Teacher** ,2008 SCC
Library has 1964 cur **Secondary School Teaching** Richard D. Kellough,Noreen G. Kellough,2006-02 A comprehensive
guide to instructional methods and contains many practical exercises for active learning Science Scope ,2003

Evidence-Based Librarianship Elizabeth Connor,2007-05-14 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 **Prentice Hall Science Explorer: Teacher's ed** ,2005 *Content Reading and Literacy* Donna E.
Alvermann,Stephen F. Phelps,2005 The Fourth Edition Builds on Past Strengths and Adds New Ones Student Centered
Culturally Diverse Students Evidence Based Standards Written by renowned authors Donna Alvermann and Steven Phelps
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Thoroughly revised Chapter 7 Reading to Learn New information for all of the content areas in every chapter is represented
in the examples lessons vignettes and scenarios making it easier for students enrolled from different discipline areas to
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Chapter 14 Teaching for Diversity This is an excellent chapter that certification students and other graduate students can use
to understand more about the types of diversity categories that are present in instructional settings This textbook is excellent
for students Lavernia F Hutchison University of Houston Central Campus There are many strengths in this text I particularly
like the way it is laid out I believe that helping the students to see the importance of content literacy from the very beginning
is extremely important Immediately following this topic the students then move directly into diversity which includes the
understanding the meaning of language and culture Both of these topics form the basis for the rest of the course Overall I
believe that this book is an excellent text for teaching in the Content Area Randy M Wood Baylor University The strengths of
this text include the authors in depth knowledge of the field of content area reading Their chapter on assessing textbooks is
invaluable for secondary teachers who don't understand the difficulty of some textbooks and the problems these texts can

cause students The chapter on multiculturalism and the ESL learner is a strength The chapter on vocabulary is outstanding Patricia J Pollifrone Gannon University Please visit the book specific website at <http://www.ablongman.com/alvermann4e> to learn more *Classroom Assessment* James H. McMillan, 2007 Classroom Assessment Principles and Practice for Effective Standards based Instruction [Current Index to Journals in Education](#) ,2002 **Science** John Michels (Journalist), 2010

Comprehensive Curriculum for Gifted Learners Joyce VanTassel-Baska, 1994 Focuses on all the issues that teachers and administrators need to know about gifted learners This text covers the process of curriculum development adaptation of traditional content areas and non traditional curriculum areas like thinking skills leadership and the arts and humanities

[Resources in Education](#) , 1997 *Hoover Institute Studies* Hoover Institution on War, Revolution, and Peace, 1956

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Table of Contents Science Research Paper Rubric High School

1. Understanding the eBook Science Research Paper Rubric High School
 - The Rise of Digital Reading Science Research Paper Rubric High School
 - Advantages of eBooks Over Traditional Books
2. Identifying Science Research Paper Rubric High School
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Science Research Paper Rubric High School
 - User-Friendly Interface
4. Exploring eBook Recommendations from Science Research Paper Rubric High School
 - Personalized Recommendations
 - Science Research Paper Rubric High School User Reviews and Ratings
 - Science Research Paper Rubric High School and Bestseller Lists
5. Accessing Science Research Paper Rubric High School Free and Paid eBooks
 - Science Research Paper Rubric High School Public Domain eBooks
 - Science Research Paper Rubric High School eBook Subscription Services
 - Science Research Paper Rubric High School Budget-Friendly Options

6. Navigating Science Research Paper Rubric High School eBook Formats
 - ePub, PDF, MOBI, and More
 - Science Research Paper Rubric High School Compatibility with Devices
 - Science Research Paper Rubric High School Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Science Research Paper Rubric High School
 - Highlighting and Note-Taking Science Research Paper Rubric High School
 - Interactive Elements Science Research Paper Rubric High School
8. Staying Engaged with Science Research Paper Rubric High School
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Science Research Paper Rubric High School
9. Balancing eBooks and Physical Books Science Research Paper Rubric High School
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Science Research Paper Rubric High School
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Science Research Paper Rubric High School
 - Setting Reading Goals Science Research Paper Rubric High School
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Science Research Paper Rubric High School
 - Fact-Checking eBook Content of Science Research Paper Rubric High School
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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