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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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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.

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Science Research Paper Rubric High School

Hussin A.Rothana



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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

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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 Wetzler 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

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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
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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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