

Timberlane Regional High School Research Rubric for Student Work

	1—Novice	2—Developing	3—Effective	4—Advanced
Topic: <ul style="list-style-type: none"> • Thesis • Hypothesis • Problem • Question 	<ul style="list-style-type: none"> • Student selects a topic that is too broad or narrow. • Student states only factual information about the subject. Student fails to argue, assert, explain, interpret, or propose a position on the research subject. 	<ul style="list-style-type: none"> • Student selects a topic that is focused yet limited. • Student develops a subject, but it is vague, ill-defined or requires little creative thought and/or challenge. 	<ul style="list-style-type: none"> • Student selects a thoughtful topic that has a wide-ranging potential. • Student creates a focused, well-defined, creative topic that involves challenging research. 	<ul style="list-style-type: none"> • Student creates a thoughtful, creative topic that requires challenging research. • Student asserts a claim, explains a concept, interprets a situation, argues a cause, or proposes a solution.
Resources: <ul style="list-style-type: none"> • Significant & Varied • Collect • Select 	<ul style="list-style-type: none"> • Student collects evidence, yet it lacks relevance, quality, and depth. • Student selects only all print or non-print sources. • Student fails to vary the style of the documentation: (textual evidence, short quotes, long quotes, and paraphrasing). 	<ul style="list-style-type: none"> • Student collects evidence from a limited range of sources and displays minimal effort when selecting sources. • Student weaves together some print and some non-print sources within the entire paper/project. • Student somewhat varies the style of documentation (textual evidence, short quotes, long quotes, and paraphrasing). 	<ul style="list-style-type: none"> • Student collects evidence that is pertinent to the assignment and from relevant sources. • Student weaves together print and non-print sources throughout paragraphs. • Student consistently varies the style of documentation (textual evidence, short quotes, long quotes, and paraphrasing). 	<ul style="list-style-type: none"> • Student collects evidence that is pertinent to the assignment and from relevant sources that add depth to the paper/project. • Student weaves together print and non-print sources and critical readings throughout paragraphs. • Student consistently varies the style of documentation (textual evidence, short quotes, long quotes, and paraphrasing). Primary and scholarly sources are included (if appropriate).
Analysis: <ul style="list-style-type: none"> • Qualitative to Quantitative • Evaluate 	<ul style="list-style-type: none"> • Student fails to include worthwhile information. • Student attempts to draw conclusions but simply restates the information. • Student fails to evaluate information. 	<ul style="list-style-type: none"> • Student includes worth-while information. • Student sometimes draws conclusions that are supported by limited evidence. • Student sometimes evaluates information, yet his/her voice is weak. 	<ul style="list-style-type: none"> • Student usually includes worthwhile information. • Student usually draws appropriate conclusions that are supported by strong evidence. • Student clearly evaluates information and draws appropriate conclusions by using an effective voice. 	<ul style="list-style-type: none"> • Student includes worthwhile information that is communicated in a variety of ways. • Student clearly analyzes the information and draws appropriate and inventive conclusions that are supported by strong evidence. • Student clearly evaluates information and draws appropriate conclusions by using a distinguished voice.
Synthesis: <ul style="list-style-type: none"> • Process • Notes • Product 	<ul style="list-style-type: none"> • Student fails to collect notes properly. • Student generates notes that do not address topic. • Student illogically or ineffectively organizes paper/project. 	<ul style="list-style-type: none"> • Student collects some notes in his/her own words, yet some are copied. • Student generates general notes that mildly address topic. • Student selects an appropriate organization to present information for the paper/project. 	<ul style="list-style-type: none"> • Student collects specific notes in his/her own words that address topic. • Student generates specific notes that address the topic and include some key words and phrases. • Student selects a logical and appropriate organization for the paper/project that shows good connections among ideas. 	<ul style="list-style-type: none"> • Student creates detailed and specific notes (examples, explanations and quotes, etc.) that strongly address topic. • Student generates specific notes that use a wide variety of key words and phrases and develops appropriate structure for communicating topic. • Student selects a logical, appropriate and creative organization for the paper/project that uses smooth transitions.
Documentation: <ul style="list-style-type: none"> • Citing Sources • Paraphrasing • Quoting Sources 	<ul style="list-style-type: none"> • Student clearly cuts and pastes and/ or copies exact wording of sources. • Student fails to acknowledge sources properly by excluding quotation marks or by failing to cite the author. • Student fails to include a works cited page or a bibliography. 	<ul style="list-style-type: none"> • Student needs to use proper format when documenting sources. • Student cites most sources but neglects some areas (images, charts, in-text quotations, or PowerPoint slides). • Student includes works cited page or bibliography but some errors are evident. 	<ul style="list-style-type: none"> • Student documents most sources properly within the paper/project and on works cited or bibliography page. • Student uses proper style of documentation (MLA, APA, Chicago Manual of Style) throughout paper/project but misses fine details. • Student sometimes distinguishes his/her understanding of paraphrasing and quoting sources. 	<ul style="list-style-type: none"> • Student flawlessly documents all sources within the paper/project and on works cited or bibliography page. • Student uses proper style of documentation (MLA, APA, Chicago Manual of Style) throughout paper/project. • Student clearly distinguishes his/her understanding of paraphrasing and quoting sources.