Rubric for Research Project

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| Task Description: (Teacher may explain specific assignment in this space.) | | | | | |
| Criteria | weight | Exemplary  Yes | Accomplished  Yes, but | Developing  No, but | Beginning  No |
| **Time Management** | 10% | * Some assignments are completed ahead of time | * All assignments are turned in by due dates | * Some assignments are turned in by due dates | * Assignments are not turned in by due date, or some assignments are not turned in at all |
| **Sources** | 10% | * Exceeds number of sources assigned * Variety of sources (electronic, book, magazine, journal, etc.) * Sources are factual | * Includes the number of assigned sources * Some variety of sources * Sources are factual | * Fewer sources used than required * Little variety of sources * Sources have facts and opinions; some opinions are presented as facts | * No documented sources used * All sources are of the same type * Sources blur the distinction between fact and opinion |
| **Documentation of Sources** | 10% | * Complete and in correct form | * Mostly complete and in correct form | * Not complete and some not correct | * Sources are not included |
| **Relevance of Sources** | 10% | * Sources elaborate and/or extend * Sources are appropriate for topic * Current information is used | * Information meets requirements of assignment * Most sources are appropriate for topic * Current information is used | * Information does not meet the requirements of the assignment * Some sources are inappropriate for topic * Current and outdated material is used | * Information adds nothing * Sources are inappropriate for topic * Outdated material is used |
| **Content of Finished Product** | 40% | * In-depth coverage of topic * Thoughtful analysis of topic * Expands research by examining related topics * Reader gains important insights | * Displays an understanding of topic * Basis analysis of topic * Content is comprehensive and accurate * Reader gains some insights | * Little understanding of topic * Minimal or general analysis of topic * Does not cover entire topic; some inaccuracies * Reader gains few insights | * No understanding of topic * Analysis vague or not evident * Little support of topic * Reader is confused or misinformed |
| **Organization** | 10% | * Creative and thoughtful arrangement of ideas * Makes clear connections among ideas * Arranges without teacher’s help | * Logical arrangement of ideas * Makes connections among ideas * May need teacher’s suggestions | * Organization required little creative thought * Connections may be awkward * Some progress is teacher directed | * Organization lacking or confusing * Poor connections * All progress is teacher directed |
| **Mechanics/ Format** | 10% | * Correct format * Superior sentence structure and vocabulary * Correct grammar, usage, mechanics, and spelling * Appropriate length | * Correct format * Good sentence structure and vocabulary * Mostly correct grammar, usage, mechanics, and spelling * Appropriate length | * Format less than correct * Little variety in sentence type and word choices * Some errors in grammar, usage, mechanics, and spelling * Too long or too short | * Incorrect format * No variety in sentence type; simple word choice * Errors in grammar, usage, mechanics, and spelling distract from readability * Much too long or too short |

Assignment Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **+** Beyonder/Bonus \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **=** Final Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_