Rubric for Research Project

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| Task Description: (Teacher may explain specific assignment in this space.)  |
| Criteria | weight | ExemplaryYes | 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
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| **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
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| **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
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| **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* Current and outdated material is used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* Outdated material is used
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| **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
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| **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
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| **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
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Assignment Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **+** Beyonder/Bonus \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **=** Final Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_