

Rubric for History of American Education Research Paper

Task Description: You will independently research and write a two-page essay on one topic or individual listed on the handout History of American Education Research Paper.

| Criteria | weight | Exemplary Yes | Accomplished Yes, but | Developing No, but | Beginning No |
|------------------------------------|--------|---|--|--|--|
| Time Management | 10% | <input type="checkbox"/> Some assignments are completed ahead of time | <input type="checkbox"/> All assignments are turned in by due dates | <input type="checkbox"/> Some assignments are turned in by due dates | <input type="checkbox"/> Assignments are not turned in by due date, or some assignments are not turned in at all |
| Sources | 10% | <input type="checkbox"/> Exceeds number of sources assigned <input type="checkbox"/> Variety of sources (electronic, book, magazine, journal, etc.) <input type="checkbox"/> Sources are factual | <input type="checkbox"/> Includes the number of assigned sources <input type="checkbox"/> Some variety of sources <input type="checkbox"/> Sources are mostly factual | <input type="checkbox"/> Fewer sources used than required <input type="checkbox"/> Little variety of sources <input type="checkbox"/> Sources have facts and opinions; some opinions are presented as facts | <input type="checkbox"/> No documented sources used <input type="checkbox"/> All sources are of the same type <input type="checkbox"/> Sources blur the distinction between fact and opinion |
| Documentation of Sources | 10% | <input type="checkbox"/> Complete and in correct form | <input type="checkbox"/> Mostly complete and in correct form | <input type="checkbox"/> Not complete and some not correct | <input type="checkbox"/> Sources are not included |
| Relevance of Sources | 10% | <input type="checkbox"/> Sources elaborate and/or extend <input type="checkbox"/> Sources are appropriate for topic <input type="checkbox"/> Current information is used | <input type="checkbox"/> Information meets requirements of assignment <input type="checkbox"/> Most sources are appropriate for topic <input type="checkbox"/> Mostly current information is used | <input type="checkbox"/> Information does not meet the requirements of the assignment <input type="checkbox"/> Some sources are inappropriate for topic <input type="checkbox"/> Current and outdated material is used | <input type="checkbox"/> Information adds nothing <input type="checkbox"/> Sources are inappropriate for topic <input type="checkbox"/> Outdated material is used |
| Content of Finished Product | 40% | <input type="checkbox"/> In-depth coverage of topic <input type="checkbox"/> Thoughtful analysis of topic <input type="checkbox"/> Expands research by examining related topics <input type="checkbox"/> Reader gains important insights | <input type="checkbox"/> Displays an understanding of topic <input type="checkbox"/> Basic analysis of topic <input type="checkbox"/> Content is comprehensive and accurate <input type="checkbox"/> Reader gains some insights | <input type="checkbox"/> Little understanding of topic <input type="checkbox"/> Minimal or general analysis of topic <input type="checkbox"/> Does not cover entire topic; some inaccuracies <input type="checkbox"/> Reader gains few insights | <input type="checkbox"/> No understanding of topic <input type="checkbox"/> Analysis vague or not evident <input type="checkbox"/> Little support of topic <input type="checkbox"/> Reader is confused or misinformed |

Name _____ Period _____ Date _____

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|-------------------------|-----|---|---|---|---|
| Organization | 10% | <input type="checkbox"/> Creative and thoughtful arrangement of ideas <input type="checkbox"/> Makes clear connections among ideas <input type="checkbox"/> Arranges without teacher's help | <input type="checkbox"/> Logical arrangement of ideas <input type="checkbox"/> Makes connections among ideas <input type="checkbox"/> May need teacher's suggestions | <input type="checkbox"/> Organization required little creative thought <input type="checkbox"/> Connections may be awkward <input type="checkbox"/> Some progress is teacher directed | <input type="checkbox"/> Organization lacking or confusing <input type="checkbox"/> Poor connections <input type="checkbox"/> All progress is teacher directed |
| Mechanics/Format | 10% | <input type="checkbox"/> Correct format <input type="checkbox"/> Superior sentence structure and vocabulary <input type="checkbox"/> Correct grammar, usage, mechanics, and spelling <input type="checkbox"/> Preferred length | <input type="checkbox"/> Mostly correct format <input type="checkbox"/> Good sentence structure and vocabulary <input type="checkbox"/> Mostly correct grammar, usage, mechanics, and spelling <input type="checkbox"/> Appropriate length | <input type="checkbox"/> Format less than correct <input type="checkbox"/> Little variety in sentence type and word choices <input type="checkbox"/> Some errors in grammar, usage, mechanics, and spelling <input type="checkbox"/> Too long or too short | <input type="checkbox"/> Incorrect format <input type="checkbox"/> No variety in sentence type; simple word choices <input type="checkbox"/> Errors in grammar, usage, mechanics, and spelling distract from readability <input type="checkbox"/> Much too long or too short |

Assignment Score _____ + Beyond/Bonus _____ = Final Score _____