

# Research Paper Rubric

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Category	Exceeds Standard	Meets Standard	Nearly Meets Standard
<b>Title Page</b>	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of 3
<b>Thesis Statement</b>	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.
<b>Introduction</b>	The introduction is engaging, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper.
<b>Body</b>	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.
<b>Organization- Structural Development of the Idea</b>	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.
<b>Conclusion</b>	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.
<b>Mechanics</b>	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.
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# Science Research Paper Rubric For Middle School

**J Dewey**



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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 Wetzel 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 the Journal of Science Teacher Education the International Journal of Science Education and Teacher magazine Page 1 of 2      **Middle School Journal** ,1998      *The Science Teacher* ,2008 SCC Library has 1964 cur      **Classroom Assessment** James H. McMillan,2007 Classroom Assessment Principles and Practice for Effective Standards based Instruction      **Science Scope** ,2003      **A Resource Guide for Teaching** Richard Dean Kellough,1997 Practical and thorough this engaging resource guide truly practices what it preaches hands on activities rich research based performance driven teaching Coverage integrates the best ideas from a broad spectrum of instructional approaches into an eclectic teaching model that the author characterizes as multilevel instruction This is truly one of the most comprehensive books on the market today made even better in this latest edition Coverage includes the relationship among curriculum standards assessment and high stakes testing what s need to establish and maintain a supportive learning environment and updated information on outstanding school programs For professionals in the field of teaching      *Ignite Student Intellect and Imagination in Science* Sandra Schurr,Kathy LaMorte,2008      **Content Reading and Literacy** Donna E. Alvermann,Stephen F. Phelps,2005 The Fourth Edition Builds on Past Strengths and Adds New Ones Student Centered Culturally Diverse Students Evidence Based Standards Written by renowned authors Donna Alvermann and Steven Phelps the Fourth Edition includes more emphasis and information on addressing the literacy needs of English language learners and culturally diverse students a new focus on evidence based practices and standards and key information on newer frameworks for reading and writing instruction such as the sociocultural New Literacies Framework that equips students to

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British Education Index, 2005

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