

Research Paper Rubric

Name: _____ Date: _____

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard
Title Page	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of 3
Thesis Statement	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.
Introduction	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.
Body	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.
Organization- Structural Development of the Idea	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.
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.
Mechanics	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

KJ Lindholm-Leary



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Resources in Education, 1998-05

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The Game of Science Education Jeffrey Weld, 2004 An accessible and authoritative approach to effective science teaching this text is the work of 16 contributors who each employ a single metaphor that will resonate with readers that science education can and should be considered an exciting game With Windows Into the Classroom personal accounts and The Game in Action vignettes students are provided with practical applications throughout the book Many contributors to this book were involved in the development and draft review of the National Science Education Standards and therefore fully appreciate the importance of overtly linking research based commentary and recommendations to the Standards As a result the entire work is steeped in a current research foundation tied closely to the National Science Education Standards Features of this new text Windows into the classroom personal accounts and The Game in Action vignettes provide practical applications throughout the book Written in accessible first person accounts each contributor takes a conversational

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

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