**Research Essay Preparation Rubric**

*Includes: Research Topic Sheet, Research Notes, and Essay Outline Sheet*

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| **Category** | **4 -- Exceeding** | **3 –Meeting** | **2 – Just Meeting** | **1 – Not Yet Meeting** |
| **Research Topic and Question Sheet** | Wrote a thoughtful, creative, well-worded specific question that is relevant to the assigned topic. | Wrote a well-worded, specific question that is relevant to the assigned topic. | Wrote a question which lacks focus, is poorly stated, and is not entirely relevant to the assigned topic. | Wrote a question which lacks a specific focus, is poorly stated, and is not relevant to the assigned topic. |
| **Selection of Sources** | Identified highly appropriate sources in a variety of formats (books, journals, electronic sources, databases). | Identified mostly appropriate sources in a variety of formats (books, journals, electronic sources, databases). | Identified a few appropriate sources but made little attempt to balance format types. | Identified no appropriate sources in any format. |
| **Citations** | Citation information is accurately included. | Most citation information is included. | Some citation information is included. | No citation information is included. |
| **Note taking** | Wrote notes including succinct key facts which directly answered the research question and are written in the student's own words. | Wrote notes which included facts that mostly answered the research question and are written in the student’s own words. | Wrote notes which included irrelevant facts which did not answer the research question. Some notes are copied directly from the original source. | Wrote notes which included a majority of facts which did not answer the research question. Most or all notes are copied word-for-word from the original source. |
| **Organization and Synthesis** | Presented content clearly and concisely with a logical progression of ideas and effective supporting evidence. | Presented most of the content with a logical progression of ideas and supporting evidence. | Presented content which failed to maintain a consistent focus, showed minimal organization and effort, and lacked an adequate amount of supporting evidence. | Presented content which was unfocused, poorly organized, showed little thought or effort and lacked supporting evidence. |
| **Quotes** | Quotes are clearly referenced. | Some referencing of quotations. | Incomplete referencing of quotations. | No inclusion of direct quotes. |
| **Amount of Information** | Research is thorough and detailed. Evidence of in-depth research. | Research is sufficient. Many details are included. | Barely adequate research notes. More information is required. | Insufficient information collected. |
| **Essay Outline** | Essay outline is complete and detailed. | Essay outline is mostly complete. | Essay outline is minimally complete. | Essay outline is not complete. |
| **Work Ethic** | Student was focused and working independently at all times. No time was wasted chatting or asking about expectations that had already been thoroughly discussed by the teacher. | Student was focused and working independently most of the time. Some time was spent catting and asking about expectations that had already been discussed thoroughly in class. | Student needed to be re-focused more than once. Too much time was spent chatting or asking about expectations that were already discussed by the teacher in class. | No reasonable effort was made by the student to remain focused and work independently during scheduled work times. |