**APPENDIX B, Part I**

**Research Paper Rubric**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Teaching Task Rubric (Informational or Explanatory)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scoring Elements | Exemplary (4) | Proficient (3) | Needs Development (2) | Ineffective (1) | Points |
| Focus | Addresses all aspects of topic appropriately and maintains a strongly- developed focus. | Addresses topic appropriately and maintain a clear, steady focus. | Addresses topic appropriately, but with a weak or uneven focus. | Attempts to address topic, but lacks focus or is off-task. |  |
| Controlling Idea | Establishes a strong controlling idea with a clear purpose maintained throughout the response.  | Establishes a controlling idea with a general purpose.  | Establishes a controlling idea with a clear purpose maintained throughout the response.  | Attempts to establish a controlling idea, but lacks a clear purpose. |  |
| Reading/ Research | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) |  |
| Development | Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences and (L3) one or more significant gaps/unanswered questions. | Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question. | Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications and (L3) a relevant gap/unanswered question. | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) |  |

 **APPENDIX B, Part II**

**Research Paper Rubric**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teaching Task Rubric (Informational or Explanatory)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scoring Elements | Exemplary (4) | Proficient (3) | Needs Development (2) | Ineffective (1) | Points |
| Organization | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific topic. | Maintains an appropriate organizational structure to address the specific requirements of the topic. | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure. | Attempts to organize ideas, but lacks control of structure. |  |
| Conventions | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format. | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors. | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  |
| Content Understanding | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  |

 Scoring Scale (Grade Equivalent) 24-28 (90-100) 19-23 (80-89) 13-18 (70-79) 8-12 (60-69) 7-11 (Below 60) Total Points\_\_\_\_\_\_\_\_\_

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