

## RESEARCH PROJECT PAPER RUBRICS

CRITERIA	WEIGHT (%)	EXPERT	PROFICIENT	APPRENTICE	NOVICE
Integration of Knowledge	30	The paper demonstrates that the writer fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding evidence that shows analysis and synthesis of ideas.	The paper demonstrates that the writer, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the writer, for a certain amount, understands and has applied concepts learned in the course.	The paper does not demonstrate that the writer has fully understood and applied concepts learned in the course.
Topic focus	30	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic, but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	20	In-depth discussion is evident in all sections of the paper.	In-depth discussion is evident in most sections of the paper.	The writer has omitted pertinent content or content remains superficial. Questions remain about whether the writer's own ideas are necessary.	Mostly discussion is all the sections of the paper or brief discussion in only a few sections.
Coherence	20	Two together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates a understanding of the relationships among materials obtained from all sources.	For the most part, two together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates a understanding of the relationships among materials obtained from all sources.	Sometimes two together information from all sources. Paper does not flow smoothly because of a gap in argument. Author's writing does not demonstrate a understanding of the relationships among materials obtained from all sources.	Does not tie together information. Paper does not flow and appears to be unrelated fragments or issues. Headings are necessary to link concepts. Writing does not demonstrate understanding of the relationships.
Sources	5	More than 5 current sources, of which at least 3 are peer-reviewed journal articles or scholarly books. Sources include both general	5 current sources, of which at least 2 are peer-reviewed journal articles or scholarly books. All sources utilized	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books.

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**Deborah Crusan**



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**Rebuilding Research Writing** Nanci Werner-Burke,Karin Knaus,Amy Helt DeCamp,2014-02-24 Our students must become skilled at finding answers and using information to succeed in college careers and daily life Using inquiry writing and technology to infuse passion into the classroom research paper motivates students and results in deeper learning In this practical research based book authors Werner Burke Knaus and DeCamp encourage you to toss the old index cards and jump start the classroom research paper so that it is more meaningful manageable and effective Explore innovative ways to help students find engaging topics collect and evaluate information and write rethink and revise to truly impact their audience The book is filled with tools and student samples to help you implement the ideas in your own classroom Special Features Clear connections to the Common Core State Standards Ready to use classroom handouts for different stages of the research process A handy appendix featuring a sample research project timeline and rubric Helpful examples of real student work and assessments Research based foundations that guide and inform how the process unfolds and why it works

*Library Lessons I* Janet Roche,      *Assessment in the Second Language Writing Classroom* Deborah Crusan,2010-07 Assessment in the Second Language Writing Classroom is a teacher and prospective teacher friendly book uncomplicated by the language of statistics The book is for those who teach and assess second language writing in several different contexts the IEP the developmental writing classroom and the sheltered composition classroom In addition teachers who experience a mixed population or teach cross cultural composition will find the book a valuable resource Other books have thoroughly covered the theoretical aspects of writing assessment but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment Further no book to date has included an in depth examination of the machine scoring of writing and its effects on second language writers Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so Her highly accessible thought provoking presentation of the conceptual and practical dimensions of writing assessment both for the classroom and on a larger scale promises to engage readers who have previously found the technical detail of other works on assessment off putting as well as those who have had no previous exposure to the study of assessment at all

**Writing Skills Growth** Harrison Stewart,AI,2025-03-11 Writing Skills Growth explores the evolution of writing

education and its impact on modern communication skills highlighting how writing pedagogy rhetoric and socio cultural contexts shape writing practices The book uniquely integrates historical perspectives technological analyses and critical thinking strategies to provide a holistic framework Did you know that writing instruction has shifted from grammar and mechanics to process oriented approaches Or that technology significantly reshaped writing practices This textbook dives into these changes and their profound effects on effective communication The book progresses methodically beginning with core concepts in writing theory and pedagogy before analyzing technological influences and the vital role of critical thinking It emphasizes the development of critical thinking to foster engaged and informed citizens capable of navigating intricate information By understanding the historical trajectory of writing instruction and the interplay between writing and technology readers can assess current educational practices and adapt methods to meet the demands of the digital environment The writing style is designed to be accessible engaging both scholars and practitioners

**Writing Research Projects Activities Kit** Mary Ellen Ledbetter, 2000      Publications of the Modern Language Association of America, 2009

**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

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**Within and Beyond the Writing Process in the Secondary English Classroom** Reade W. Dornan, Lois Matz Rosen, Marilyn J. Wilson, 2003 Within and Beyond the Writing Process in the Secondary English Classroom combines an up to date balanced and integrated approach to writing instruction focusing on both composition theory and practice      **The English Teacher's Companion** Jim Burke, 2003 This book covers the entire English curriculum from basic reading and writing to digital literacy media literacy and integrated instruction      **MLA International Bibliography of Books and Articles on the Modern Languages and Literatures**, 2007      **The Western Humanities** Roy T. Matthews, F. DeWitt Platt, 1995 Organized chronologically this is the second of two volumes which provide an introduction to the Western humanities art music philosophy literature and drama The book covers the period from the early Renaissance and the full work is also available in a single volume edition      **Standards-based Activities with Scoring Rubrics: Performance-based portfolios**, 2002      **Glencoe Writer's Choice**, 2005      The Western Humanities: Beginnings through the Renaissance Roy T. Matthews, 1998

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