

Research Paper Rubric

Name: _____ Date: _____ Score: _____

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Title Page	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of 3	Evidence of 2 or less	Absent	
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.	Incomplete and/or unfocused.	Absent, no evidence	
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.	There is no clear introduction or main topic and the structure of the paper is missing.	Absent, no evidence	
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.	Each paragraph fails to develop the main idea.	Not applicable	
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.	No evidence of structure or organization.	Not applicable	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.	Absent	
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable	
Usage	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable	
Citation	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Absent	Not applicable	
Bibliography	Done in the correct format with no errors. Includes more than 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites)	Done in the correct format with few errors. . Includes 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with some errors. Includes 4 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with many errors. Includes 3 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.)	Absent or the only sites are internet sites.	

Portfolio Rubric

Name: _____ Date: _____ Score: _____

	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Appearance	Creative and attractive cover with color and graphics, clear organization, readable and neat, title page, table of contents, section dividers, and three ring binder.	Contains title page, table of contents, section dividers, and three ring binder.	Contains 3 of 4 criteria for meets; and /or poorly organized and difficult to read; lacking neatness.	No organization, missing significant 2 of 4 criteria.	Absent structure and organization.	
Contents	All required information is discerned with clarity and precision and contains all items listed in Meets category	Contains: application, abstract, research paper, lab report, observation log, reflective essay, guide and rubrics.	Contains 5 – 6 of criteria for meets; and /or poorly organized	Contains less than 5 criteria for meets.	Absent contents, structure and organization.	

Reflective Essay

Name: _____ Date: _____ Score: _____

	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Reflect personal learning stretch in Science Project	Shows great depth of knowledge and learning, reveals feelings and thoughts, abstract ideas reflected through use of specific details.	Relates learning with research and project, personal and general reflections included, uses concrete language.	Does not go deeply into the reflection of learning, generalizations and limited insight, uses some detail.	Little or no explanation or reflection on learning, no or few details to support reflection.	Shows no evidence of learning or reflection.	
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.	No evidence of structure or organization.		
Conclusion	The conclusion is engaging and restates personal learning.	The conclusion restates the learning.	The conclusion does not adequately restate the learning.	Incomplete and/or unfocused.		
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable	
Usage	No errors in sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable	

Lab Report

Name: _____ Date: _____ Score: _____

	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Title Page	Contains: Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Missing 1 component	Missing 2 – 4 components	Missing more than 4 components		
Question	Clear and concise problem stated that is testable.	Identifies the question in an unclear manner, but is still testable.	Identifies only part of the question, but is still testable	The question is not testable no matter how clear and concise the question is.		
Hypothesis	Follows “if...then... because” format. Is related to the question. Clearly defines controls vs. variables in “if” portion. Predicts with correct facts.	Follows “if...then... because” format. Is related to the question. Defines controls vs. variables in “if” portion in an unclear manner. Predicts with correct facts	Follows “if...then... because” format. Is related to the question. Defines controls vs. variables in “if” portion in an unclear manner. Predicts with some facts.	Follows “if...then... because” format. Is related to the question. Defines controls vs. variables in “if” portion in an unclear manner. Predicts with no facts		
Materials	Lists all materials and equipment.	Lists most materials and equipment.	Lists some of the materials & equipment.	Lists wrong materials or equipment.		
Procedure	Lists all steps in a detailed, sequential order that are easily followed. All safety precautions and warnings are provided. Provides diagrams of all set ups.	Lists all steps in a sequential order that are not easily followed. All safety precautions and warnings are provided. Provides diagrams of all set ups.	Lists all steps in a sequential order that are not easily followed. All safety precautions and warnings are missing. Provides some diagrams of set ups.	Lists steps in an order that are not sequential, not easily followed, or incomplete. Some safety precautions and warnings are not provided. Provides some diagrams of set ups.		
Results	All data is recorded and organized in a clear manner. All visible observations are provided. Complete and correct analysis of data is provided. Errors of Experimentation are provided.	All data is recorded and organized in a clear manner. All visible observations are provided. Analysis of data is provided with a few errors. Errors of experimentation are provided.	All data is recorded and organized in a clear manner. Visible observations are missing. Analysis of data is provided with a few errors. Errors of experimentation are provided.	Incorrect data is provided regardless of inclusion or presentation of all other criteria.		
Conclusion	Restates the hypothesis, supports or refutes it and explains the role of the test in making the decision	Restates the hypothesis and supports or refutes it	Supports or refutes the hypothesis without restating it	Does not address the hypothesis		
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.		
Usage	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.		

Oral Presentation:

Name: _____ Date: _____ Score: _____

Select the box which most describes student performance. Alternatively you can "split the indicators" by using the check boxes before each indicator to evaluate each item individually.

	Exceeds Standard	Meets Standard	Nearly Meets Standards	Does Not Meet Standard	Score
Language Use and Delivery The student communicates ideas effectively	<input type="checkbox"/> Effectively uses eye contact. <input type="checkbox"/> Speaks clearly, effectively and confidently using suitable volume and pace. <input type="checkbox"/> Fully engages the audience. <input type="checkbox"/> Dresses appropriately, <input type="checkbox"/> Selects rich and varied words for context and uses correct grammar.	<input type="checkbox"/> Maintains eye contact. <input type="checkbox"/> Speaks clearly and uses suitable volume and pace. <input type="checkbox"/> Takes steps to engage the audience. <input type="checkbox"/> Dresses appropriately. <input type="checkbox"/> Selects words appropriate for context and uses correct grammar.	<input type="checkbox"/> Some eye contact, but not maintained. <input type="checkbox"/> Speaks clearly and unclearly in different portions. <input type="checkbox"/> Occasionally engages audience. <input type="checkbox"/> Dresses inappropriately. <input type="checkbox"/> Selects words inappropriate for context; uses incorrect grammar.	<input type="checkbox"/> Uses eye contact ineffectively. <input type="checkbox"/> Fails to speak clearly and audibly and uses unsuitable pace. <input type="checkbox"/> Does not engage audience. <input type="checkbox"/> Dresses inappropriately. <input type="checkbox"/> Selects words inappropriate for context; uses incorrect grammar.	
Organization and Preparation The student exhibits logical organization.	<input type="checkbox"/> Introduces the topic clearly and creatively. <input type="checkbox"/> Maintains clear focus on the topic.. <input type="checkbox"/> Effectively includes smooth transitions to connect key points. <input type="checkbox"/> Ends with logical, effective and relevant conclusion.	<input type="checkbox"/> Introduces the topic clearly. <input type="checkbox"/> Maintains focus on the topic. <input type="checkbox"/> Include transitions to connect key points. <input type="checkbox"/> Ends with coherent conclusion based on evidence.	<input type="checkbox"/> Introduces the topic. <input type="checkbox"/> Somewhat maintains focus on the topic. <input type="checkbox"/> Includes some transitions to connect key points. <input type="checkbox"/> Ends with a conclusion based on evidence.	<input type="checkbox"/> Does not clearly introduce the topic. <input type="checkbox"/> Does not establish or maintain focus on the topic. <input type="checkbox"/> Uses ineffective transitions that rarely connect points. <input type="checkbox"/> Ends without a conclusion.	
Content The student explains the process and findings of the project and the resulting learning.	<input type="checkbox"/> Clearly defines the topic or thesis and its significance. <input type="checkbox"/> Supports the thesis and key findings with an analysis of relevant and accurate evidence <input type="checkbox"/> Provides evidence of extensive and valid research with multiple and varied sources <input type="checkbox"/> Provides evidence of complex problem solving and learning stretch. <input type="checkbox"/> Combines and evaluates existing ideas to form new insights.	<input type="checkbox"/> Clearly defines the topic or thesis. <input type="checkbox"/> Supports the thesis and key findings with evidence. <input type="checkbox"/> Presents evidence of valid research with multiple sources. <input type="checkbox"/> Provides evidence of problem solving and learning stretch. <input type="checkbox"/> Combines existing ideas to form new insights.	<input type="checkbox"/> Defines the topic or thesis. <input type="checkbox"/> Supports the thesis with evidence. <input type="checkbox"/> Presents evidence of research with sources. <input type="checkbox"/> Provides some evidence of problem solving and learning stretch. <input type="checkbox"/> Combines existing ideas.	<input type="checkbox"/> Does not clearly define the topic or thesis. <input type="checkbox"/> Does not support the thesis with evidence. <input type="checkbox"/> Presents little or no evidence of valid research. <input type="checkbox"/> Shows little evidence of problem solving and learning stretch. <input type="checkbox"/> Shows little evidence of the combination of ideas.	
Questions and Answers	Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions and feedback.	Demonstrates knowledge of the topic by responding accurately and appropriately to questions and feedback.	Demonstrates some knowledge of the topic by responding accurately and appropriately to questions and feedback.	Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions and feedback.	

Backboard

Name: _____ Date: _____ Score: _____

	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Clarity of Topic	Includes a clear title which gives specific information about main topic.	Includes a title which gives information about the main topic.	Includes a title that gives some information about the main topic.	Missing a title or statement of the main topic.	Not present	
Details of Research	Includes all details from research and has clear labels, phrases, or sentence descriptions.	Includes most details from research and has clear labels or phrases.	Includes some details from research and has labels or phrases.	Includes only a few details from research using labels or phrases.	No details from research.	
Effectiveness	Viewer has a thorough understanding of topic researched. Backboard includes specific examples and/or illustrations in an organized manner.	Viewer has an understanding of the topic researched. Backboard includes examples and /or illustrations.	Viewer has some understanding of the topic researched. Backboard includes some examples and/or illustrations.	Viewer has difficulty understanding topic researched. Backboard includes few examples and/or illustrations.	Backboard does not communicate topic researched.	
Quality	Includes illustrations and labels. Content is edited for spelling and punctuation and has no errors.	Includes illustrations and labels. Content is edited for spelling and punctuation and has less than 3 errors.	Includes illustrations and labels. Content is not edited for spelling and punctuation and has more than 3 errors.	Does not include illustrations and labels and/or contains more than 3 errors in spelling and punctuation.	Work is haphazard and careless. Has none of the required elements.	

Design Project Assessment Rubric

(sample analytic rubric)

Course No.: _____ Date: _____
 Team/Student: _____ Reviewer: _____

Topic (Weight)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Points
Design Problem and Boundaries (1)	Little or no grasp of problem. Incapable of producing a successful solution.	Some understanding of problem. Major deficiencies that will impact the quality of solution.	Overall sound understanding of the problem and constraints. Does not significantly impair solution.	Clear and complete understanding of design goal and constraints.	
Alternative Designs (2)	Only one design presented or clearly infeasible alternative given.	Serious deficiencies in exploring and identifying alternative designs.	Alternative approaches identified to some degree.	Final design achieved after review of reasonable alternatives.	
Use of Computer–Aided Tools (2)	Serious deficiencies in understanding the correct selection and/or use of tools.	Minimal application and use of appropriate tools.	Computer–aided tools used with moderate effectiveness to develop designs.	Computer–aided tools are used effectively to develop and analyze designs.	
Application of Engineering Principles (2)	No or erroneous application of engineering principles yielding unreasonable solution.	Serious deficiencies in proper selection and use of engineering principles.	Effective application of engineering principles resulting in reasonable solution.	Critical selection and application of engineering principles ensuring reasonable results.	
Final Design (3)	Not capable of achieving desired objectives. No implementation of resource conservation and recycle strategies.	Barely capable of achieving desired objectives. Minimal utilization of resource conservation and recycle potentials.	Design meets desired objectives. Moderately effective utilization of resource conservation and recycle potentials.	Design meets or exceeds desired objectives. Effective implementation of resource conservation and recycle strategies.	
Process Economics (1)	No or totally erroneous cost estimates presented.	Reasonable cost estimates presented, but no profitability analysis included.	Reasonable profitability analysis presented, but no interpretation of the results.	Effective use of profitability analysis leading to improvement recommendations.	
Interpretation of Results (2)	No or erroneous conclusions based on achieved results.	Serious deficiencies in support for stated conclusions.	Sound conclusions reached based on achieved results.	Insightful, supported conclusions and recommendations.	
OVERALL PERFORMANCE	Unacceptable	Marginal	Acceptable	Exceptional	TOTAL
POINTS REQUIRED	0–9	10–19	20–29	30–39	

*Rubric shared by Connie M. Schroeder, University of Wisconsin-Milwaukee on the POD listserv, April 14, 2008.

Group Participation Rubric
(sample analytic rubric)

Criteria	Level of Participation			
	Distinguished	Proficient	Basic	Unacceptable
Workload	Did a full share of the work—or more; knows what needs to be done and does it; volunteers to help others.	Did an equal share of the work; does work when asked; works hard most of the time.	Did almost as much work as others; seldom asks for help.	Did less work than others; doesn't get caught up after absence; doesn't ask for help.
Getting Organized	Took the initiative proposing meeting times and getting group organized.	Worked agreeably with partner(s) concerning times and places to meet.	Could be coaxed into meeting with other partner(s).	Did not meet partner(s) at agreed times and places.
Participation in Discussions	Provided many good ideas for the unit development; inspired others; clearly communicated desires, ideas, personal needs, and feelings.	Participated in discussions; shared feelings and thoughts.	Listened mainly; on some occasions, made suggestions.	Seemed bored with conversations about the unit; rarely spoke up, and ideas were off the mark.
Meeting Deadlines	Completed assigned work ahead of time.	Completed assigned work on time.	Needed some reminding; work was late but it didn't impact grade.	Needed much reminding; work was late and it did impact quality of work or grade.
Showing up for Meetings Score	Showed up for meetings punctually, sometimes ahead of time.	Showed up for meetings on time.	Showed up late, but it wasn't a big problem for completing work.	No show or extremely late; feeble or no excuse offered.
Providing Feedback Score	Habitually provides dignified, clear, and respectful feedback.	Gave feedback that did not offend.	Provided some feedback; sometimes hurt feelings of others with feedback or made irrelevant comments.	Was openly rude when giving feedback.
Receiving Feedback Score	Graciously accepted feedback.	Accepted feedback.	Reluctantly accepted feedback.	Refused to listen to feedback.

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