Research Paper Grading Rubric

Name: **Course:**   **Date:**

CATEGORY	Unacceptable (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)	SCORE
Introduction	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General thesis statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	5 points
Focus & Sequencing	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	15 points
Support	Few sources supporting thesis. Sources insignificant or unsubstantiated.	Sources generally acceptable but not peer-reviewed research (evidence) based.	Sources well selected to support thesis with some research in support of thesis.	Strong peer-reviewed research based support for thesis.	15 points
Conclusion	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	5 points
Grammar & Mechanics	Grammatical errors or spelling & punctuation substantially detract from the paper.	Very few grammatical, spelling or punctuation errors interfere with reading the paper.	Grammatical errors or spelling & punctuation are rare and do not detract from the paper.	The paper is free of grammatical errors and spelling & punctuation.	20 points
APA Style & Communication	Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages.	No errors in APA style. Scholarly style. Writing is flowing and easy to follow.	20 points
Citations & References	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citations missing or incorrectly written.	All references and citations are correctly written and present.	20 points

Total Points:

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Dana Dunn

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Research Paper Writing Guide for Criminal Justice and Forensic Investigation Scholars Michael Kane,2015-06-10 This book contains the necessary information for college students to write successful research papers Most research textbooks stop short at describing the step by step process of building and presenting research papers This book does not The textbook s design walks students through the logical process of building research papers and presenting research findings both orally and in writing Topics include APA Writing Guide and Paper Requirements The Purpose Statement Citing in APA Style What is a Scholarly Journal The Literature Review Critical Thinking Analysis Synthesis and Evaluation The Oral Presentation Completing the Paper The textbook serves as a primary textbook for courses involving research methods and paper writing or serves as an effective supplement to courses with major research paper components The textbook contains several practical exercises and helpful tables as well **Introduction to Rubrics** Dannelle D. Stevens,Antonia J. Levi,2023-07-03 This new edition retains the appeal clarity and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics with guidance on how to construct them use them to align course content to learning outcomes and apply them in a wide variety of courses and to all forms of assignment Reflecting developments since publication of the first edition the authors have extended coverage to include Expanded discussion on use of rubrics for grading Grading on line with rubrics Wider coverage of rubric types e g holistic rating scales Rubric construction in student affairs Pros and cons of working with ready made rubrics Using rubrics to improve your teaching and for SoTL Use of rubrics in program assessment case study Application of rubrics in the arts for study abroad service learning and students independent learning Up dated literature review Trends in Teaching Experimentation in the Life Sciences Nancy J. Pelaez,Stephanie M. Gardner,Trevor R. Anderson,2022-05-11 This book is a guide for educators on how to develop and evaluate evidence based strategies for teaching biological experimentation to thereby improve existing and develop new curricula It unveils the flawed assumptions made at the classroom department and institutional level about what students are learning and what help they might need to develop competence in biological experimentation Specific case studies illustrate a comprehensive list of key scientific competencies that unpack what it means to be a competent experimental life scientist It includes explicit evidence based guidelines for educators regarding the teaching learning and assessment of biological research competencies The book also provides practical teacher guides and exemplars of assignments and assessments It contains a complete analysis of the variety of tools developed thus far to assess learning in this domain This book contributes to the growth of public understanding of biological issues including scientific literacy and the crucial importance of evidence based decision making around public policy It will be beneficial to life science instructors biology education researchers and science administrators who aim to improve teaching in life science departments Chapters 6 12 14 and 22 are available open access under a Creative Commons Attribution 4 0 International

License via link springer com **Fire and Emergency Services Instructor** Forest F Reeder,Alan E Joos,2025-10-23 Jones Bartlett Learning Public Safety Group in partnership with the National Fire Protection Association NFPA and the International Association of Fire Chiefs IAFC is pleased to present Fire and Emergency Services Instructor Fourth Edition with Navigate Premier Access Revised and updated to meet and exceed the requirements of NFPA 1020 2025 Edition this edition gives fire instructors evidence based insights on teaching and learning thought provoking content to improve students critical thinking skills instructor tips to ensure success realistic instructor scenarios engaging visual content and much more New digital and print content includes the following Revised content to meet and exceed the requirements of NFPA 1020 Standard for Fire and Emergency Instructor Fire Officer and Emergency Medical Services Officer Professional Qualifications 2025 Edition which includes Chapter 4 Fire and Emergency Services Instructor I NFPA 1041 Chapter 5 Fire and Emergency Services Instructor II NFPA 1041 Chapter 6 Fire and Emergency Services Instructor III NFPA 1041 Chapter 7 Live Fire Instructor NFPA 1041 Chapter 8 Live Fire Instructor in Charge NFPA 1041 Updated information on research about teaching and learning with new insights into how the human brain takes in processes and retains information New What Would You Do feature designed to provoke discussions about real life challenges in the classroom and on the fireground New Job Performance Requirements in Action feature that pinpoints which aspects of a JPR apply to the Instructor I Instructor II and Instructor III levels New photographs and other visuals showing up to date gear techniques and safety precautions New skills matrix templates to help instructors pinpoint an organization s skills and gaps The National Fallen Firefighters Foundation NFFF s updated Firefighter Life Safety Initiatives 2024 New questions including more Review Questions and Discussion questions in each chapter Revised information on budgeting Updated information on preparing for and responding to legal challenges Updated information on technology inside and outside the classroom Expanded content to help instructors create training needs assessments that identify and evaluate an organization s core needs aligning current capabilities with desired outcomes to meet strategic goals Fire and Emergency Services Instructor Fourth Edition with Navigate Premier Access is a print and digital solution that includes access to the following learning materials to help fire students engage in their learning and succeed in their careers as fire and emergency services instructors Print textbook Interactive eBook Audiobook Interactive lectures Lecture outlines Lesson plans Slides Flashcards TestPrep Don t miss the opportunity to align your training with NFPA 1020 2025 Edition and improve fire instruction and student learning in your community **Ancient World: Lesson Overviews, 5th ed.** , **Transitioning From LPN/LVN to BSN** Nancy Duphily,2014-04-10 This book addresses competence in leadership and management critical thinking cultural intelligence information technology and professional writing as well as legal and ethical concerns It focuses on the role of the RN within an inter professional team describes the experience of returning to an academic setting and the challenges of and strategies for accomplishing a successful role transition Numerous reflective exercises case vignettes and online case studies reinforce

the content The Lamp Programs that address the transition from practical vocational nursing to Baccalaureate nursing were virtually nonexistent two years ago today there are 155 such programs a number that continues to increase This is the first text to address the specific educational needs of students transitioning from LPN LVN to BSN and professional practice Comprehensive and user friendly the text covers every aspect of role transition in the LPN LVN to BSN course It is based on the recommendations of the Institute of Medicine s Future of Nursing and the BSN in 10 initiative The book provides an overview of professional practice at the BSN level and examines the core role and skill competencies required for the Baccalaureate prepared nurse The text addresses competence in leadership and management critical thinking cultural intelligence information technology and professional writing as well as legal and ethical concerns It focuses on the role of the RN within an interdisciplinary team describes the experience of returning to an academic setting and the challenges of and strategies for accomplishing a successful role transition Numerous reflective exercises case vignettes and online case studies reinforce content Important practice concepts like QSEN and the Essentials of Baccalaureate Education for Professional Nursing Practice are woven throughout the text A robust ancillary package includes PowerPoints online quizzes reflective questions and case studies Key Features Comprises the first text to address the specific needs of rapidly growing LPN LVN to BSN programs Covers every aspect of role transition and defines the higher level skills required for BSNs Based on recommendations of the Institute of Medicine s Future of Nursing and the BSN in 10 initiative Designed for use in classroom online and hybrid courses Incorporates reflective exercises case studies PowerPoints and online quizzes to reinforce content

Combating Plagiarism Terry Darr,2019-09-24 Offers an instructional plan for plagiarism education for middle school and high school students allowing librarians to become a resource for students teachers and school administrators The proliferation of resources now available through libraries and the internet requires a new set of information management skills in order for students to avoid plagiarism While educators legitimately expect students to approach academic work with honesty and integrity students need to be able to understand the context of their academic resources both print and digital well enough to use them appropriately and ethically Combating Plagiarism helps middle and high school teachers and librarians understand and teach the authorship and publication process so students learn to use relevant information in an ethically and academically sound fashion Terry Darr s long term collaboration with a high school history teacher taught her the challenges faced by students conducting research and by librarians and teachers tasked with teaching plagiarism prevention Her book is full of tested concepts for teaching these complex topics emphasizing our modern reliance on digital sources An extensive student reference section covers common knowledge fact and opinion A wealth of practical resources includes real life examples from research papers as well as plenty of instructional materials exercises and lesson plans

Undergraduate Writing in Psychology R. Eric Landrum,2008 Students will find invaluable guidance on how to communicate with instructors on a professional level along with examples of checklists and grading rubrics instructors might

use They will also benefit from a self quiz to enhance their knowledge of APA style as well as example reference formats and other quick reference style tools **Fundamental Computer Skills** Feng-Qi Lai,David R. Hofmeister,2004-08-31 **Problem-Based Learning in the Information Age** Dave S. Knowlton,David Sharp,2003-10-30 This issue provides information about theories and practices associated with Problem based learning PBL Partially because of changes in the Information Age that are transforming the nature of knowledge and the types of problems that people face professors are adopting PBL in order to facilitate a broader and more up to date role of what it means to learn Professors will encounter however their own set of problems when designing and implementing a problem based curriculum Not unlike PBL assignments to their students the issues and obstacles professors will encounter require practical solutions The authors of this issue have practical experience in the design and implementation of PBL Based on their experiences they offer insightful commentaries and useful guidelines about various aspects of PBL These guidelines include ideas for designing useful problems that can serve as the basis of PBL activities creating environments conducive to problem solving facilitating students problem solving activities and assessing students efforts in problem solving This is the 95th issue of the quarterly journal New Directions for Teaching and Learning **A Guide to Teaching Research Methods in Psychology** Bryan Saville,2008-02-04 A Guide to Teaching Research Methods in Psychology provides instructors with a practical handbook for teaching psychological research methods The book Discusses in detail many of the challenges and dilemmas that instructors often face when teaching this demanding course Covers a wide range of topics from pedagogical considerations and course preparation to reflection and course revision Offers alternative strategies for teaching research methods with practical suggestions for their implementation Accessible and informative to all current and future research methods instructors from graduate assistants to seasoned classroom veterans *Syllabi for Music Methods Courses* Barbara Lewis,2002 This collection of syllabi reviewed and selected by a committee from the Society of Music Teacher Education SMTE offers a look at what is currently being taught in music education courses across the country It includes syllabi for graduate and undergraduate courses in general choral and instrumental music as well as courses dealing with research methods and computers in music education *Writing in the Arts, Sciences, and Professional Schools at IUPUI* ,2002 **The Practical Researcher** Dana Dunn,2012-11-27 This text offers updated online searching materials reviewed by reference librarians updated sample references written in APA style new material on learning to identifying the embedded outline found in published APA style papers as a way to learn to outline papers additional discussion of diary studies beeper studies and experience sampling methods A new Preface and Acknowledgements is also included as well as updated suggested references and at the end of each chapter **Writing and Grammar: Communication in Action** Pearson/Prentice Hall,Joyce Armstrong Carroll,2004 *The Pennsylvania Literacy Corps* ,1993 *Lessons for a Scientific Literature Review* Randell K. Schmidt,Maureen M. Smyth,Virginia K. Kowalski,2008 Based on a collaborative inquiry based project co

conducted and graded by science teachers and school librarians at Gill St Bernard s school this book presented in workshop format furnishes all the material necessary to enable school librarians and high school science teachers to collaboratively teach the important topic of how to perform and write up a scientific literature review Students choose a topic of personal interest linked to their science class subject s The school librarian and science teachers instruct students in how to perform the necessary research and how to successfully integrate the new information into a final product This book will present an overview of the project including a discussion of the value of inquiry based research detailed project lessons student assignments and a concluding discussion of unit assessment Grades 9 14   The Philosopher's Index ,2006 Vols for 1969 include a section of abstracts   Guide for Alternate Route Teachers Frances A. Levin,Mary Alice McCullough,2008 Read how this book can help you become a better teacher in your first year of teaching Unlike any other book on the market Guide for Alternate Route Teachers Strategies for Literacy Development Classroom Management and Teaching and Learning K 12offers guidance for professionals in all content areas K 12 who are beginning new careers in teaching through the alternate route certification process This unique book is designed to address all of the important topics that new teachers encounter including classroom management literacy inclusion and working with English learners The overarching goal of this resource is to provide alternate route teachers with the confidence and basic knowledge they need to begin their new careers and their responsibilities as teachers Why Reviewers Think This is a Unique Resource The emphasis on serving all students is admirable By including information about the inclusive classroom and concomitant teaching strategies the authors are telling new teachers that this is the norm and that being prepared to serve all students from the get go is essential I applaud them for including this emphasis in their book I believe this book will be a great resource for alternative route teachers and for all new teachers as well Mary Glenn Rinne Indiana Department of Education What Makes This Book the First of its Kind Two chapters are totally devoted to literacy development with hands on strategies and ready to use materials that will help teachers understand how to teach literacy and how to help students understand their content area textbooks Provides a strong knowledge base in inclusive education Addresses the importance of the home school connection Offers information and strategies for understanding cultural differences teaching English Language Learners Students with Special Needs and differentiating instruction for all students Practical suggestions and strategies that can be immediately implemented Alignment of teaching practices with state and national tests and standards Includes strategies for literacy teaching and learning across the curriculum About the AuthorsDr Fran Levin is the Academic Director of a Statewide Alternate Route teaching program and an associate professor of literacy She is the Editor of the New Jersey Journal of Literacy and past president of the New Jersey Reading Association Dr Mary Alice McCullough is an assistant professor of literacy and has had 25 years of experience as a secondary teacher A perfect resource for Stage I of the alternate route certification process

Assessing Student Learning Linda Suskie,2004-06-04 What is assessment How can student learning be assessed What

is good assessment Why are you assessing student learning The keys to a culture of assessment tangible value and respect Supporting assessment efforts with time infrastructure and resources Organizing an assessment process Developing learning goals Using a scoring guide or rubric to plan and evaluate an assignment Creating an effective assignment Writing a traditional test Assessing values attitudes dispositions and habits of mind Assembling assessment information into portfolios Selecting a published test or survey Setting benchmarks or standards Summarizing and analyzing assessment results Sharing assessment results with internal and external audiences Using assessment results effectively and appropriately Keeping the momentum going

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