

School-Wide Rubric

LHS Effective Research (Academic Expectation #4)

Criteria	4 – Exceeds Expectation	3 – Meets Expectation	2 – Approaches Expectation	1 – Below Expectation	Self-Assessment	Teacher Assessment
Identification of a problem/topic/thesis CCSS.ELA.W.1A, 2A, 3A CCSS.ELA.W.7	Establishes a clear and sophisticated focus or topic that is articulated through a precisely written thesis that either states a position or poses a hypothesis	Establishes a general focus or topic that is articulated in a thesis that provides a main idea, states a position, or poses a hypothesis	Establishes a very broad or very vague focus that is at least partially addressed in a thesis that attempts to provide a main idea, state a position, or pose a hypothesis	Fails to establish a focus or topic, or establishes one that is entirely too broad or vague to unify a presentation of information		
Selection of sources CCSS.ELA.W.7 CCSS.ELA.W.8 CCSS.ELA.RI.7	Selects a rich variety of sources, carefully assessing the validity and reliability of each	Selects multiple sources, though some may be quite similar, and assesses validity and reliability	Selects very few sources and/or selects sources of poor quality or minimal complexity; makes little discernible effort to assess source validity/reliability	Selects few, if any, sources and/or draws largely from sources deemed unreliable or invalid		
Selection and integration of information CCSS.ELA.RI.1 CCSS.ELA.RI.7 CCSS.ELA.W.8 CCSS.ELA.W.9	Integrates relevant and thought-provoking evidence from sources to support analyses and arguments; integrates an appropriate balance of direct quotations and summarization	Integrates relevant, if basic, evidence from sources to support analyses and arguments; integrates both direct quotations and summarization of information	Integrates minimal evidence from sources to support analyses and arguments; evidence may not be sufficiently relevant, developed, or explained	Integrates no evidence from sources, or integrates evidence so general in nature or so insufficiently explained or contextualized that it does not support the analyses or arguments		
Inclusion of a variety of sources CCSS.ELA.RI.7 CCSS.ELA.W.7 CCSS.ELA.W.8	Balances source use, such that information from all sources is integrated with relative equality in frequency; emphasizes alternation or intermingling of sources	Integrates information from a variety of sources but may rely overly on one or two sources, drawing upon the others for minimal or insignificant information	Depends almost entirely on a very small number of sources or fails to alternate and integrate sources, such that large portions of the paper draw from a single source	Includes little or no evidence of having used information from sources; no evidence of integration and/or alternation of sources		
Citation of sources CCSS.ELA.W.8	Includes appropriate parenthetical documentation, attribution of direct quotations, and works cited page					