

# UNIT FOUR

## RUBRIC



STUDENT NAME \_\_\_\_\_ SUBJECT \_\_\_\_\_

**Writing 9-10.8** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	4 - Advanced	3 – Competent	2 – Limited	1 - Emerging
<b>Ideas &amp; Evidence</b>	The introduction is compelling and informative. The controlling idea clearly identifies a research question. There is sufficient, well-chosen evidence from the texts. The writer cites multiple authoritative sources.	The introduction is adequate. The controlling idea identifies a research question. Evidence from the text supports key points. Additional sources would strengthen ideas.	The introduction is partially informative. The controlling idea does not clearly identify the research question. Evidence from the text supports some key points, but is often too general. Many cited sources are not reliable.	The appropriate elements of an introduction are missing. Evidence from the texts and sources is irrelevant or missing. Sources are not cited.
<b>End of Unit Task</b> <b>Date:</b>				
<b>Organization</b>	The organization of key points and supporting evidence is effective; ideas are arranged logically. Varied, well-crafted transitions effectively connect ideas.	The organization of key points and supporting evidence is generally clear. Transitions usually connect ideas.	The organization of key points and supporting evidence is logical in some places, but some noticeable gaps in logic occur. More transitions are needed throughout to connect ideas.	An organized strategy is not used; information is presented randomly. Transitions are not used, making the paper difficult to understand.
<b>End of Unit Task</b> <b>Date:</b>				
<b>Language</b>	The writing has a formal style and an objective tone.	The style generally formal, though the tone is somewhat opinionated.	The style is often informal, and the communicates a superficial understanding of the subject.	The style and tone are inappropriate in a research paper.
<b>End of Unit Task</b> <b>Date:</b>				

**INSTRUCTIONAL NEXT STEPS:**

