

# Tiverton High School School-wide Research and Report Writing Rubric

**Academic Expectations**

Students will be able to read, write, and communicate effectively.  
 Students will be able to analyze, interpret, and evaluate information critically.  
 Students will demonstrate knowledge of subject matter through a variety of common course assessments.

Course: \_\_\_\_\_ Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_

Assignment: \_\_\_\_\_

	<b>4 Proficient with Distinction</b>	<b>3 Proficient</b>	<b>2 Partially Proficient</b>	<b>1 Below Proficient</b>
<b>Research</b>	<ul style="list-style-type: none"> <li>Uses an <i>extensive</i> variety of appropriate sources</li> <li>All sources <i>properly cited and formatted</i> in body of paper and on works cited page</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of appropriate sources</li> <li>Sources are cited in body of paper and listed on works cited page with few errors</li> </ul> <p><b>R-15.1, R-15.3, R-15.4</b></p>	<ul style="list-style-type: none"> <li>Uses <i>minimum number</i> of sources</li> <li><i>Minor errors</i> in citations and/or on works cited page</li> </ul>	<ul style="list-style-type: none"> <li>No sources used</li> <li>No work cited page or citations</li> </ul>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>A <i>creative</i> title captures the central idea of the report</li> <li>Report includes a thesis/purpose statement <i>that clearly sets the context</i></li> <li>Many relevant details support thesis/purpose</li> <li>Comprehension, analysis, <i>and synthesis</i> of information is evident</li> </ul>	<ul style="list-style-type: none"> <li>The title captures the central idea of the report</li> <li>Report includes a thesis/purpose statement</li> <li>Relevant details support thesis/purpose</li> <li>Comprehension and analysis of information is evident</li> </ul> <p><b>W-6.2, W-6.4a, W-6.4b, W-7.1,7.2,W-8.1,W-8.2,W-8.3,</b></p>	<ul style="list-style-type: none"> <li>The title is <i>ambiguous</i></li> <li>Thesis/purpose statement is <i>vague</i></li> <li><i>Some</i> relevant details support thesis/purpose</li> <li><i>Comprehension</i> of information is evident</li> </ul>	<ul style="list-style-type: none"> <li>There is no title</li> <li>There is no thesis/purpose statement</li> <li>Relevant details are seldom used</li> <li>Comprehension of information is not evident</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Text structure <i>enhances</i> topic</li> <li>A <i>thoughtful</i> introduction previews structure of the paper</li> <li>Transitional words/phrases <i>clearly show</i> how ideas connect</li> <li>Conclusion <i>synthesizes</i> information and leaves the reader with a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>Text structure is appropriate to topic</li> <li>An introduction previews structure of the paper</li> <li>Transitional words/phrases show how ideas connect</li> <li>Conclusion restates thesis/purpose and leaves the reader with a sense of closure</li> </ul> <p><b>W-1.4, W-6.1, W-6.3</b></p>	<ul style="list-style-type: none"> <li>Text structure is <i>not entirely clear</i> and does not support progression of ideas;</li> <li>Introduction is <i>not entirely clear</i>;</li> <li>Transitions are <i>vague</i></li> <li>Conclusion <i>does not support</i> focus idea.</li> </ul>	<ul style="list-style-type: none"> <li>Text structure is weak or confusing.</li> <li>Introduction not evident</li> <li>Transitions are not used effectively.</li> <li>Conclusion is not evident.</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>Establishes and maintains a formal style and objective tone, <i>that is conveys expertise in the subject matter</i></li> <li>Writes with <i>clear</i> sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a formal style and objective tone</li> <li>Writes with a sense of audience</li> </ul> <p><b>W-7.3, W-7.4</b></p>	<ul style="list-style-type: none"> <li>Inconsistent style and tone</li> <li>Writes with <i>little</i> sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>No style or tone evident</li> <li>No sense of audience evident</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li><i>Sophisticated</i> vocabulary that is appropriate to purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is appropriate to purpose and audience.</li> </ul> <p><b>W-13.1, W-7.5</b></p>	<ul style="list-style-type: none"> <li>Vocabulary is <i>limited</i> in conveying message and in engaging the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is very limited in conveying the message.</li> </ul>
<b>Language and Conventions</b>	<ul style="list-style-type: none"> <li>Uses varied sentence structure <i>to enhance meaning</i>.</li> <li>Uses <i>sophisticated</i> organizational structures within paragraphs</li> <li>Grammar/usage is <i>consistently</i> correct</li> <li>Spelling is <i>consistently</i> correct.</li> <li>Capitalization is <i>consistently</i> correct</li> <li>Punctuation is <i>consistently</i> correct</li> </ul>	<ul style="list-style-type: none"> <li>Uses varied sentence structure</li> <li>Uses organizational structures within paragraphs</li> <li>Grammar/usage is generally correct</li> <li>Spelling is generally correct.</li> <li>Capitalization is generally correct</li> <li>Punctuation is generally correct</li> </ul> <p><b>W-1.1, W-1.2, W-9.1, W-9.5, W-9.2, W-9.4</b></p>	<ul style="list-style-type: none"> <li><i>Little variation</i> in sentence structure</li> <li><i>Little organization</i> in paragraphs</li> <li>Grammar/usage: <i>minor errors</i></li> <li>Spelling: <i>minor errors</i></li> <li>Capitalization: <i>minor errors</i></li> <li>Punctuation: <i>minor errors</i></li> </ul>	<ul style="list-style-type: none"> <li>Sentences are structurally unsound and lack variation</li> <li>Paragraph structure is unsound</li> <li>Grammar/usage: <i>significant errors</i></li> <li>Spelling: <i>significant errors</i></li> <li>Punctuation: <i>significant errors</i></li> <li>Capitalization: <i>significant errors</i></li> </ul>

**Shaded boxes indicate criteria that students must achieve a “3” in to be proficient**

## Research and Report Writing Student Rubric Guide

	<b>3</b> <b>Proficient</b>	<b>Student Notes/Examples</b>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Uses a variety of appropriate sources</li> <li>• Sources are cited in body of paper and listed on works cited page with few errors</li> </ul> <p><b>R-15.1, R-15.3, R-15.4</b></p>	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• The title captures the central idea of the report</li> <li>• Report includes a thesis/purpose statement</li> <li>• Relevant details support thesis/purpose</li> <li>• Comprehension and analysis of information is evident</li> </ul> <p><b>W-6.2, W-6.4a, W-6.4b, W-7.1,7.2,W-8.1,W-8.2,W-8.3,</b></p>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Text structure is appropriate to topic</li> <li>• An introduction previews structure of the paper</li> <li>• Transitional words/phrases show how ideas connect</li> <li>• Conclusion restates thesis/purpose and leaves the reader with a sense of closure</li> </ul> <p><b>W-1.4, W-6.1, W-6.3</b></p>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Establishes and maintains a formal style and objective tone</li> <li>• Writes with a sense of audience</li> </ul> <p><b>W-7.3, W-7.4</b></p>	
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Vocabulary is appropriate to purpose and audience.</li> </ul> <p><b>W-13.1, W-7.5</b></p>	
<b>Language and Conventions</b>	<ul style="list-style-type: none"> <li>• Uses varied sentence structure</li> <li>• Uses organizational structures within paragraphs</li> <li>• Grammar/usage is generally correct</li> <li>• Spelling is generally correct.</li> <li>• Capitalization is generally correct</li> <li>• Punctuation is generally correct</li> </ul> <p><b>W-1.2, W-9.1, W-9.5, W-9.2, W-9.4</b></p>	

Tiverton High School  
School-wide Research and Report Writing Rubric

Course \_\_\_\_\_ Teacher \_\_\_\_\_ School Year \_\_\_\_\_

Assignment \_\_\_\_\_

Student Name \_\_\_\_\_ Date \_\_\_\_\_

	Proficiency Criteria	Score			
<b>Research</b>	• Uses a variety of appropriate sources	4	3	2	1
	• Sources are cited in body of paper and listed on works cited page with few errors	4	3	2	1
<b>Ideas</b>	• The title captures the central idea of the report	4	3	2	1
	• Report includes a thesis/purpose statement	4	3	2	1
	• Relevant details support thesis/purpose	4	3	2	1
	• Comprehension and analysis of information is evident	4	3	2	1
<b>Organization</b>	• Text structure is appropriate to topic	4	3	2	1
	• An introduction previews structure of the paper	4	3	2	1
	• Transitional words/phrases show how ideas connect	4	3	2	1
	• Conclusion restates thesis/purpose and leaves the reader with a sense of closure	4	3	2	1
<b>Voice</b>	• Establishes and maintains a formal style and objective tone	4	3	2	1
	• Writes with a sense of audience	4	3	2	1
<b>Word Choice</b>	• Vocabulary is appropriate to purpose and audience	4	3	2	1
<b>Language and Conventions</b>	• Uses varied sentence structure	4	3	2	1
	• Uses organizational structures within paragraphs	4	3	2	1
	• Grammar/usage is generally correct	4	3	2	1
	• Spelling is generally correct.	4	3	2	1
	• Capitalization is generally correct	4	3	2	1
	• Punctuation is generally correct	4	3	2	1
<b>Rubric Score=_____ Grade=_____</b>					

**Scoring Guide:**

**Proficient with Distinction 76-68; Proficient 67-57; Partially Proficient 56-49; Below 48-38; Substantially Below 37-0**

**After receiving their initial grade, students will be provided one opportunity to revise their work to demonstrate progress towards proficiency. Revised work must be completed within one week. The initial grade will be averaged with the new grade. The final revised score may not exceed 80%. For grading purposes, the grade for this work will be calculated by multiplying the rubric score by 1.32.**

**For Teacher Use**  
**Alignment to**  
**RIDE GSEs and Applied Learning Standards**

<p><b>Reading GSEs</b></p>	<p><b>R-10-15 Reading multiple sources (print/non-print) to solve a problem, make a decision, or formulate a thesis by...</b>                      R-10-15.1 Identifying and evaluating potential sources of information (Local)                      R-10-15.3 Organizing, analyzing, and interpreting the information (Local)                      R-10-15.4 Drawing conclusions/judgments and supporting them with evidence  <b>R-10-7 Initial Understanding of Informational Text</b>                      R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., main/central ideas or details in text through charting, mapping, summarizing, comparing/contrasting, outlining)  <b>R-10-8 Analysis and Interpretation of Informational Text</b>                      R-10-8.1 Explaining connections <i>within</i> a text, <i>across</i> texts, or to related ideas                      R-10-8.2 Synthesizing and evaluating information within or across text(s)                      R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda</p>
<p><b>Written and Oral Communication GSEs</b></p>	<p><b>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text</b></p> <ul style="list-style-type: none"> <li>• W-10-1.1 Using varied sentence length and structure to enhance meaning</li> <li>• W-10-1.2 Using paragraph structures appropriately</li> <li>• W-10-1.4 Applying a format and text structure appropriate to purpose, audience, and context (State)</li> </ul> <p><b>W-10-9 In independent writing, students demonstrate command of appropriate English conventions</b></p> <ul style="list-style-type: none"> <li>• W-10-9.1 Applying rules of standard English correct grammatical errors</li> <li>• W-10-9.2 Applying capitalization rules (Local)</li> <li>• W-10-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning</li> <li>• W-10-9.5 Applying conventional and word-derivative spelling patterns/rules (State) <i>EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation</i></li> </ul> <p><b>W-10-6 In informational writing, students organize ideas/concepts by</b></p> <ul style="list-style-type: none"> <li>• W-10-6.1 Using a text structure appropriate to focus/controlling idea of thesis</li> <li>• W-10-6.2 Selecting appropriate and relevant information to set context</li> <li>• W-10-6.3 Using transitional words or phrases appropriate to text structure</li> <li>• W-10-6.4a Drawing a conclusion by synthesizing information</li> <li>• W-10-6.4b Synthesizing information from multiple sources including primary</li> </ul> <p><b>W-10-7 Students effectively convey purpose</b></p> <ul style="list-style-type: none"> <li>• W-10-7.1 Establishing a topic</li> <li>• W-10-7.2 Stating and maintaining a focus idea/thesis</li> <li>• W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> <li>• W-10-7.4 Establishing an authoritative voice (State)</li> <li>• W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> </ul> <p><b>W-10-8 In informational writing, student demonstrate use of a range of elaboration strategies</b></p> <ul style="list-style-type: none"> <li>• W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis</li> <li>• W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing/contrasting, or using visual images</li> <li>• W-10-8.3 Addressing reader's concerns (anticipating misunderstandings)</li> </ul> <p><b>W-10-13 Uses language effectively</b></p> <ul style="list-style-type: none"> <li>• W-10-13.1 Selecting vocabulary according to purpose and for effect on audience (Local)</li> </ul>
<p><b>Common Core Standards</b></p>	<p><b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <p>7. 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.</p> <p>8. Gather relevant information from multiples authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

Tiverton High School  
School-wide Research and Report Writing Rubric

	<p><b>Writing Production and Distribution of Writing</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Language Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Vocabulary Acquisition and Use</b> 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrases important to comprehension or expression.</p>
<p><b>RIDE Applied Learning Standards</b></p>	<ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Reflection and Evaluation</i></li> </ul>