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| CATEGORY | **4** | **3** | **2** | **1** |
| **Introduction:**  **Environmental Issue has been isolated that interest the student and expresses the initial opinion about the answer or question.** | The introductory paragraph has strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader. | The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience. | The author has an interesting introductory paragraph but the connection to the topic is not clear. | The introductory paragraph is not interesting AND is not relevant to the topic. |
| **Question:**  **What is the environmental question or topic? (In question form)** | The Environmental Issue Topic is clear and not too broad. The Topic is in a form of a question. | The environmental question is too broad to answer an difficult to understand | Connection to the question is unclear. | The question is not stated |
| **Issue:**  **Is any point or subject on which there is some large debate.**  **The self-exploration itself. Test your opinions and exploring the issue through research.** | The position statement provides a clear, strong statement of the author's position on the topic. | The position statement provides a clear statement of the author's position on the topic. | A position statement is present, but does not make the author's position clear. | There is no position statement. |
| **Writing - Vocabulary** | The authors correctly use several new words and define words unfamiliar to the reader. | The authors correctly use a few new words and define words unfamiliar to the reader. | The authors try to use some new vocabulary, but may use 1-2 words incorrectly. | The authors do not incorporate new vocabulary. |
| **Writing - Mechanics** | Capitalization and punctuation are correct throughout the paper. | Capitalization and punctuation are correct throughout the paper after feedback from an adult. | There are 1-2 capitalization and/or punctuation errors in the paper even after feedback from an adult. | There are several capitalization or punctuation errors in the paper even after feedback from an adult. |
| **Content - Accuracy** | All facts in the paper are accurate. | 99-90% of the facts in the paper are accurate. | 89-80% of the facts in the paper are accurate. | Fewer than 80% of the facts in the paper are accurate. |
| **Attractiveness & Organization** | The paper has exceptionally attractive formatting and well-organized information. | The paper has attractive formatting and well-organized information. | The paper has well-organized information. | The paper’s formatting and organization of material are confusing to the reader. |
| **Sources:**  **Works Cited:**  **APA Style**  **This should be an accurate bibliographic information.**  **Remember, you are joining a conversation. You bring your own ideas to the table.** | Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the paper. | Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the paper. | Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the paper. | Sources are not documented accurately or are not kept on many facts and graphics. |
| **Knowledge Gained**  **Through everything you have learned in 12th grade Environmental Science class** | All students in the group can accurately answer all questions related to facts in the paper and to technical processes used to create the brochure. Uses prior knowledge and class discussions throughout the year. | All students in the group can accurately answer most questions related to facts in the paper and to technical processes used to create the paper. Prior knowledge is used and class discussion is minimal. | Most students in the group can accurately answer most questions related to facts in the paper and to technical processes used to create the paper. Limited mention of year-long discussions in the paper | Several students in the group appear to have little knowledge about the facts or technical processes used in the paper. No mention of class discussions and prior knowledge. |
| **Conclusion:**  **This is a statement of your thinking after the process of inquiry, an explanation of the truth you have found as a result of your claim.** | The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective | The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph. | The author's position is restated within the closing paragraph, but not near the beginning. | There is no conclusion - the paper just ends. |