

12th Grade History Interpersonal Research Paper Rubric

Name: _____ Date: _____

Advisor: _____ History Teacher: _____

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Knowledge	<ul style="list-style-type: none"> -Demonstrates that author has gained in-depth new knowledge about the topic. - Makes larger connections often. - Shows strong understanding of how Primary Research can be used. 	<ul style="list-style-type: none"> - Demonstrates solid new knowledge about the topic and significance of events. - Makes larger connections. - Shows some understanding of how Primary Research can be used. 	<ul style="list-style-type: none"> - Demonstrates some new knowledge about the topic and the significance of events. - Makes at least one larger connection. - Shows little understanding of how Primary Research can be used. 	<ul style="list-style-type: none"> - Demonstrates minimal new knowledge about the topic and the significance of events. - Larger connections not made - Show no understanding of how Primary Research can be used.
Thesis	<ul style="list-style-type: none"> - Has a clearly defined organizing idea or thesis. -Complex argument clearly presented and supported by specific and relevant evidence. - Acknowledges and counters opposing viewpoints. -All aspects of the paper support the thesis. 	<ul style="list-style-type: none"> - Thesis is present, but may be too broad or ill-defined. - Thesis is supported by reasonable evidence. - Most aspects of the paper support the thesis. 	<ul style="list-style-type: none"> - Thesis is present, but not supported throughout the paper. - Thesis is supported by some reasonable evidence. - Some aspects of the paper support the thesis 	<ul style="list-style-type: none"> - Weak or no thesis. - Evidence may be present, but not linked to broader argument.
Evidence	<ul style="list-style-type: none"> - Collects and presents specific, relevant, and accurate evidence. - Very effective use and evaluation of at least four varied book sources, other sources, one scholarly article, and oral interview source (at least 4 times in paper). - Proper in-text citations and Works Cited list. 	<ul style="list-style-type: none"> - Collects and presents some specific, relevant and accurate evidence. - Some use and evaluation of varied book sources, one scholarly article, and oral interview source. - Mostly proper in-text citations and Works Cited list. 	<ul style="list-style-type: none"> - Collects and presents evidence that is not always specific, relevant or accurate. - Little use and evaluation of varied book sources, one scholarly article, and oral interview. - Few in-text citations and Works Cited list. 	<ul style="list-style-type: none"> - Collects and presents minimal evidence that is not always relevant or accurate. - Uses less than three book sources. - Little evidence presented - In-text citations and Works Cited List are not properly used.
Organization/ Writing Conventions	<ul style="list-style-type: none"> - Organized so that all the parts support the whole. -Makes effective transitions. - Clear, compelling introduction; the conclusion effectively synthesizes strands of the main argument. - Confident writing style; student voice is evident; writes with lively, engaging language. - Grammar and punctuation are nearly flawless 	<ul style="list-style-type: none"> - Organized so that most parts support the whole. - Makes transitions. - Clear introduction and well-constructed conclusion. - Writing is clear and focused; style is straightforward but not original. - Some grammar and punctuation errors, but does not impair understanding of content. 	<ul style="list-style-type: none"> - Organized so that some parts support the whole. - Makes some transitions. - Introduction and conclusion exist, but not fully clear. - Writing somewhat hampers understanding of content. - Numerous grammar and punctuation errors that interfere somewhat with understanding of content. 	<ul style="list-style-type: none"> - Sometimes makes connections of the parts to the whole. -Sometimes makes transitions. - Lacking discernible introduction or conclusion. - Writing is unclear with no particular style, individuality, or student voice. - Grammar and punctuation errors interfere with understanding of content.
Presentation	<ul style="list-style-type: none"> - Student confidently and strongly presents information that effectively supports the written paper. - Presentation includes some type of visual or audio component. - Student reflects on or explains interpersonal research process in a clear, compelling way. - Student is able to answer questions and make connections during presentation. 	<ul style="list-style-type: none"> - Student presents information that supports the written paper most of the time. - Presentation includes some type of visual or audio component. - Student gives good sense of interpersonal research process. - Student is able to answer most questions and make some connections during presentation. 	<ul style="list-style-type: none"> - Student presentation mostly consists of repeating information in the paper. - Presentation lacks a distinctive feature like an audio or visual element. - Student gives very limited sense of interpersonal research process. - Student can answer some questions and make few connections. 	<ul style="list-style-type: none"> - Presentation is short and does not demonstrate much knowledge of subject. - No visual or audio element presented. - Student does not give any sense of the interpersonal research process. - Student has difficulty answering questions and making connections during presentation.

Total Grade: _____

Assessors: _____

Comments: _____
