

Noble High School School-wide Research Rubric

On the following page of this document, you will find the Noble High School School-wide Research Rubric. This rubric has been designed to assess whether a student can meet our school's expectations for research, as articulated in our Vision of a Graduate Learning Expectation A3.i:

A3. Creative Use of Resources:

- i. **Research** - Uses books, other library resources, interviews, and technology effectively to perform research; Integrates and applies information across disciplines.

Our expectation at Noble High School is that students will not only be able to search for information effectively using a variety of types of resources, but that they will also be able to **integrate and synthesize** that information in their minds, using it to generate original statements, claims, hypotheses and observations. This rubric has been designed to evaluate projects which require *not only the collection of information but also the synthesis of that information to make original claims*. If the research project that you have designed for students requires that they collect information and present it in a creative way (such as in a poster, pamphlet, or display), but not make a claim about it, then your own class rubric will probably be a more appropriate tool to use.

Using this rubric:

This rubric has been designed to assess whether students meet national standards for being able to gather information from a variety of sophisticated sources, synthesize that information to create an original claim, present the arguments for their claim in a richly-supported, professional and creative way, and cite all of their sources of information. It contains one criteria (Effective Communication) that assesses whether the student has met a cross-content-area standard for tone, vocabulary and professionalism; if you want to assess the student's writing in more depth, you can pair this research rubric with the first part of the Noble School-wide Writing Rubric.

This rubric was designed with two columns at the right labeled "S" and "T". These columns are intended to enable the students to evaluate themselves. Students put the grade that they think they deserve in the "S" column, and the teacher uses the "T" column.

Other options for teachers when using this rubric would be to delete these two columns and to simply highlight in a bright color the square that best describes the student's work. If you would prefer to print the rubric, you could delete the T column and circle the square or bullets that best describe the student's work.

To print the rubric in landscape view, follow these directions: [Landscape Printing](#)



“At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society.”

Student Name: Teacher: Date:	Noble High School Vision of a Graduate Learning Expectations A3: Academic: Creative Use of Resources; Research	Course: Unit: Assignment:
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Research- Uses books, other library resources, interviews, and technology effectively to perform research; Integrates and applies information across disciplines.

Criteria	Distinguished (A)	Advanced (B)	Basic (C)	Does Not Meet (NM)
Thesis Development <i>The main thesis the student conveys to his/her audience and the way the thesis is expressed.</i>	a. I use my own voice and perspective in presenting my argument.	a. My thesis demonstrates a deeper understanding of the topic and is important.	a. My thesis is clear and defensible b. I explain the significance of my research (“so what”)	a. My topic has no thesis or it is not clear or defensible
Supporting Evidence <i>The facts, quotations, definitions, descriptions, examples, and/or scenarios used to support the main thesis.</i>	a. I develop the thesis with relevant, complex, challenging and academic resources. Facts, definitions, details, quotations, or other information and examples are expertly woven into the text. <i>Examples of academic resources include: primary documents, personal interviews, or academic journals.</i>	a. I develop the thesis with relevant, well-chosen facts, definitions, details, quotations, or other information and examples from credible and accurate sources.	a. I use credible and accurate evidence that is relevant to my thesis/topic and that effectively supports my point.	a. My evidence is inaccurate, misinterpreted, or too general. b. My evidence does not fully support the thesis.
Critical Thinking <i>The way a student analyzes the relationship between the evidence and thesis.</i>	a. My analysis fully develops the reasoning, evidence, strengths, and limitations for different interpretations. b. I make connections between the research finding and impact of my research on myself and/or the world c. If my topic calls for it, I can analyze and defend multiple perspectives of my thesis	a. My analysis develops the reasoning, evidence, strengths and limitation for different interpretations. b. I begin to make connections between research findings and its impact. c. If my topic calls for it, I consider and explain at least one piece of evidence that could be used to support a counterclaim.	a. I can explain the relationship between my evidence and my thesis. b. My analysis of my research makes sense and demonstrates my understanding. c. I explain the significance of my research (“so what”)	a. I do not explain the relationship between my evidence and thesis. b. My analysis of my research is confusing, not clearly related to my topic or I summarize information and not analyze it. c. I do not explain the significance of my research or I try, but it is not clear
Effective Communication (Vocabulary, Tone, and Professionalism) <i>How the student presents research to their audience.</i>	a. I can engage my audience and maintain their interest b. I can fluently use content specific language. <i>Examples of ways to engage audience are: varying syntax and sentence structure, using figures of speech, using precise vocabulary, personal narratives, or relevant anecdotes.</i>	a. I use an appropriate tone and well-chosen, effective vocabulary. b. There are no grammatical, punctuation or other errors in the piece. c. My research is presented in a clear way that shows my depth of understanding.	a. I use appropriate tone and vocabulary. b. I have a few grammatical, punctuation or other errors in the piece, but they do not interfere with meaning. c. Formatting instructions have been followed. d. I present my research in an organized and logical way	a. I do not use appropriate tone or vocabulary. b. I have multiple grammatical, punctuation or other errors in the piece that interfere with the meaning c. I did not follow formatting instructions d. I did not present my research in an organized and logical manner.

<p>Citations</p> <p><i>How the student attributes credit to original author.</i></p>	<p>a. I used MLA citation format without errors.</p>	<p>a. I used MLA citation format almost without errors.</p>	<p>a. My sources are cited using in-text citations in [MLA] format. b. I use quotation marks to enclose my quotes. c. My cited work is listed in a Works Cited page. d. The MLA citation format is used with few errors.</p>	<p>a. I did not include citations or made multiple errors in my MLA citation.</p>
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Where you are now:



Score:

Adopted: 6/2014