

Flintridge Sacred Heart Academy
Junior Research Project
2013-2014

Habits of mind	
	Scoring Criteria
4	<ul style="list-style-type: none"> • Extends a novel or unique idea or question to create new knowledge or knowledge that crosses boundaries • Integrates alternate, divergent, or contradictory perspectives or ideas fully. • Viewpoints of experts are questioned intelligently and thoroughly • Specific position is imaginative and takes into account the complexities of the issue or topic • Conclusions are clear, logical and reflect the student's informed evaluation • independently identifies and interprets relevant information to form original, insightful conclusions • devotes full attention to the work at hand • meets all deadlines
3	<ul style="list-style-type: none"> • Creates a novel or unique idea or question • Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way. • Viewpoints of experts are subject to questioning • Specific position takes into account the complexities of the issue or topic • Conclusion is tied to a range of information and is identified clearly • accurately identifies and interprets relevant information independently, forming logical conclusions • attends to the work at hand • meets all deadlines
2	<ul style="list-style-type: none"> • Experiments with a novel or unique idea, but largely presents a collection of available ideas • Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas • Viewpoints of experts are taken without question • Specific position acknowledges different sides of an issue exist, but may not show a full understanding of these complexities • Conclusions are sufficiently tied to information presented • may require assistance in identifying and interpreting relevant information to form logical conclusions • usually attends to the work at hand • meets most deadlines
1	<ul style="list-style-type: none"> • Presents a collection of available ideas, without attempting to create a novel or unique idea • Does not successfully acknowledge alternate, divergent, or contradictory perspectives or ideas • Viewpoints of experts are taken without question • Specific position is simplistic, obvious, or not evident • Conclusions are inconsistently tied to information present, may be simplistic • may identify irrelevant material or misinterpret information when forming conclusions • pays little attention to the work at hand • fails to meet deadlines

Idea Development	
	Scoring Criteria
4	<ul style="list-style-type: none"> • Makes fully convincing arguments/explanations marked by rigorous reasoning; • Uses appropriate, relevant, and compelling content to illustrate master of the subject • Provides highly insightful and original interpretations of evidence with no factual errors • Concisely synthesizes information; • Defines terms accurately and comprehensively when needed. • Presents a balance of evidence and claims/assertions. • May use a claim-evidence-analysis structure to clearly present ideas.
3	<ul style="list-style-type: none"> • Makes persuasive arguments/explanations marked by sound reasoning; • Displays a clear understanding of important ideas, with only minor misconceptions or omissions; • Accurately synthesizes information; • Defines terms accurately when needed.
2	<ul style="list-style-type: none"> • Presents clear arguments/explanations, but ones which may not be persuasive or convincing; • Supplies adequate interpretation of evidence; • May contain minor factual errors or minor misinterpretations; • Synthesizes most information; • Defines terms when assignment requires it.

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1	<ul style="list-style-type: none"> • May present arguments/explanations which are unclear, or inconsistent with included evidence; • Supplies insufficient or contradictory interpretations which contain significant factual errors or gross misconceptions; • Misjudges whether evidence is relevant or credible; • Displays a partial understanding of important ideas; • Synthesizes some information; • Rarely defines terms accurately, even if assignment requires it.
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Library & Research Tools, Research Notes	
	Scoring Criteria
4	<ul style="list-style-type: none"> • Independently completes academic database and library catalog searches and can access a subject or topic using different approaches; • Independently uses on-line Internet resources (e.g., WWW, LibGuides, Digital Library of America, etc.) • Once introduced to specialized sources is able to conduct subsequent searches independently; regularly seeks out specialized sources to expand resource base. • Carefully seeks and locates additional data for clarification or support • Understands the difference among direct quote, paraphrase, and summary notes and uses all types effectively • Independently compiles a variety and appropriate number of notecards, using a shared NoodleTools project • Always takes notes that are substantive and relevant to the topic • Classifies notes logically
3	<ul style="list-style-type: none"> • Completes academic database searches with occasional assistance from librarian, teacher, or advanced researchers; • Routinely completes Library Catalog searches and locates materials in the library stacks, but sometimes requires assistance operating the technology or refining the search process; • Can use Internet resources but is not always comfortable identifying or evaluating them independently; • Can use specialized sources but tends to use them only when suggested by others. • Carefully seeks and locates additional data for clarification or support; • Understands the appropriate format for research notes, but may make occasional errors in form; • Given direction, works well independently and completes a reasonable number of notecards; • Usually takes notes that are substantive and relevant to the topic; • Classifies most notes logically.
2	<ul style="list-style-type: none"> • Searches academic databases using a single approach; may need assistance to complete a thorough investigation; • Does not routinely search the Library Catalog or locate materials in the library stacks when a research topic is assigned; • Has trouble identifying useful Internet resources • Understands basic library research tools but is only marginally aware of specialized resources. • Often seeks additional information for clarification or support; • Includes relevant information, but may include some irrelevant or less important data. • Knows the appropriate format for research notes but may make frequent minor errors in form; • Requires some supervision and assistance to complete research notes, and may struggle to complete the required number of cards in time; • Classifies notes sensibly, but may overlook some logical connections.
1	<ul style="list-style-type: none"> • Does not yet have enough confidence or practice to search academic databases or Internet sources without close supervision; • Has received only a brief introduction (if any) to the function and use of library catalogs • Needs to develop proficiency in the basic library research tools. • Rarely seeks additional information for clarification or support; • Has difficulty differentiating between relevant and irrelevant information; may overlook vital information. I • Is most comfortable using the direct quote notecard form, and rarely uses a paraphrase, or summary; • Makes frequent errors in note format, and has difficulty completing cards properly without significant assistance; • Has difficulty generating sufficient notes for the particular task within a required time limit; • Takes notes that may have little relevance to the research topic or may lack substance; • Classifies notes loosely, overlooking many possible connections.

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Source Selection & Documentation	
	Scoring Criteria
4	<ul style="list-style-type: none"> • Uses correct bibliographic form for all source types • Understands factors which influence the value of a particular source (bias, date of publication, primary document vs. secondary document, etc.) and makes critical judgments about their use; conducts an extensive search covering a variety of resources; • Effectively engages in the use of a wide variety of source types in order to explore topics and themes from multiple angles • Documents sources accurately and thoroughly, taking extra precautions to guard against plagiarism.
3	<ul style="list-style-type: none"> • Uses the correct bibliography form for source types • Understands some factors which influence the value of a particular source and usually makes appropriate judgments about their use; • Conducts a broad search covering a variety of resources; • Uses a variety of source types • Documents sources accurately and sufficiently, taking precautions to guard against plagiarism.
2	<ul style="list-style-type: none"> • Makes occasional minor errors in bibliographic form; • Requires instructional assistance to assess the impact of a source's bias and publication date; • Conducts a reasonable search but is limited to only one or two types of source categories; • Documents sources with reasonable accuracy and checks for plagiarism.
1	<ul style="list-style-type: none"> • Makes frequent errors in bibliographic form; • Does not assess factors which influence the value of a particular source (bias, publication date, etc.); • Relies heavily on only a few basic source types • Documents sources inconsistently, overlooking some inaccuracies, and may not invest the effort to guard against plagiarism.

Organization and Structure	
	Scoring Criteria
4	<ul style="list-style-type: none"> • Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive • Formulates an original, comprehensive thesis which reveals a deep understanding of topic; • Uses the most effective organizational plan to achieve the composition's purpose; may use metaphor or analogy to communicate difficult concepts; • Sequences ideas in a highly effective manner; • Uses subtle transitions to guide the reader purposefully through entire text.
3	<ul style="list-style-type: none"> • Organizational pattern is clearly observable within the presentation • Presents a clear thesis which reveals a strong grasp of topic; • Uses an effective organizational plan; • Sequences ideas in a persuasive, convincing manner; • Uses transitions to clearly signal relationships between parts of composition and the whole.
2	<ul style="list-style-type: none"> • Organizational pattern is intermittently observable within the presentation • Presents an adequate thesis to fulfill assignment, but thesis may require clarification or narrower focus; • Sequences ideas sensibly and provides adequate paragraphing; • Uses an appropriate organizational plan which is evident from the start and followed throughout; • Uses word repetition to signal relationships between parts of composition and the whole.
1	<ul style="list-style-type: none"> • Organizational pattern is not clearly observable, items are not sequenced logically • Presents a thesis which is unclear, or addresses assignment's purpose only partially; • Groups ideas into paragraphs without clear purpose; paragraphing is unrelated to essay's greater purpose; • Fails to carry through the initial organizational plan, or uses an inappropriate organizational strategy; • May forget to signal relationships between parts of composition and the whole.

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Language Use	
	Scoring Criteria
4	<ul style="list-style-type: none"> Language choices are imaginative, memorable, and compelling Language enhances the effectiveness of the presentation Varies sentence structure effectively for stylistic effect; Engages readers' interest and maintains reader comprehension by simplifying or clarifying message; Incorporates evidence seamlessly; Shows mastery of grammar and flawless spelling.
3	<ul style="list-style-type: none"> Language choices are thoughtful and support the effectiveness of the presentation Varies sentence structure to ensure clarity and stimulate reader interest; Seeks to maintain reader comprehension by rephrasing potentially confusing passages; Incorporates evidence smoothly; Shows strong control of grammar and spelling.
2	<ul style="list-style-type: none"> Language choices are commonplace and do little to support the effectiveness of the presentation Occasionally varies sentence structure to ensure clarity; Successfully incorporates evidence using standard techniques; Occasionally lapses into poor grammar or misspellings, but these flaws don't interrupt communication.
1	<ul style="list-style-type: none"> Language choices are unclear Language is not appropriate to the audience Language does not support the effectiveness of the presentation

Interdisciplinary Writing	
	Scoring Criteria
4	<ul style="list-style-type: none"> The student clearly states a purpose that calls for an integrative approach and provides a clear rationale or justification for taking this approach. The paper includes two relevant disciplines or fields. Selected disciplinary insights are clearly connected to the purpose of the work. No unrelated disciplinary insights appear and no crucial perspectives are missing. Disciplinary insights are delicately balanced to maximize the effectiveness of the paper in light of the purpose of the work. The student takes full advantage of the opportunities presented by the integration of disciplinary insights to advance her intended purpose both effectively and efficiently. The integration may result in novel or unexpected insights.
3	<ul style="list-style-type: none"> The student clearly states a purpose that calls for an integrative approach. However, the student offers no clear rationale or justification for taking this approach. The purpose of the paper appears somewhat ambitious. The paper includes two relevant disciplines or fields. Selected disciplinary insights are clearly connected to the purpose of the work. Disciplinary perspectives that are tangential to the purpose may be present, or relevant perspectives missed. Disciplinary insights in the paper are generally balanced on substantive grounds in light of the purpose of the work. Some obvious opportunities to advance the purpose of the paper are overlooked or undeveloped.
2	<ul style="list-style-type: none"> The paper contains a discernable purpose but it is not clear that this purpose call for an integrative approach. OR the purpose of the paper is not clearly stated or the purpose is unviable The paper includes two relevant disciplinary perspectives or fields but the connections included are superficial or unclear. Crucial disciplinary perspectives may be missing. The student attempts to balance perspectives but builds this on artificial grounds rather than on substantive ones.
1	<ul style="list-style-type: none"> The paper does not contain an identifiable purpose or the purpose is unclear. The paper shows no evidence that disciplinary perspectives are used to address the paper's purpose. Multiple perspectives or points of view may be considered but these do not represent disciplinary views and/or are not clearly related to the paper's purpose. The paper shows an imbalance, e.g. particular disciplinary perspectives are given disproportionate weight for no obvious reason.)

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Adapted from :

Association of American Colleges and Universities. *VALUE: Valid Assessment of Learning in Undergraduate Education Rubrics*. aacu.org. 2013. Web.

New Trier Township High School District. *American Studies: Skills Rubrics*. newtrier.k12.il.us. 2013. Web.