

White Rose Student Research Contest – Assessment Rubric for Paper

Student Name/Entry # _____

CATEGORY	EXEMPLARY 4 POINTS	PROFICIENT 3 POINTS	DEVELOPING 2 POINTS	NOVICE 1 POINT	NOT EVIDENT 0 POINTS	SCORING COLUMN
QUALITY OF HISTORICAL RESEARCH						
HISTORICAL ACCURACY x 3	Historical information is consistently accurate, credible, and without critical omissions.	Historical information is mostly accurate, credible, and without critical omissions.	Historical information is somewhat accurate, credible, and without critical omissions.	Historical information has limited accuracy, credibility, or omissions that impede understanding.		x 3 (12)
HISTORICAL CONTEXT	When evaluating actions and decisions taken by other people, the author consistently demonstrates historical rather than ahistorical* thinking.	When evaluating actions and decisions taken by other people, the author mostly demonstrates historical rather than ahistorical* thinking.	When evaluating actions and decisions taken by other people, the author sometimes demonstrates historical rather than ahistorical* thinking.	When evaluating actions and decisions taken by other people, the author rarely demonstrates historical rather than ahistorical* thinking.		
THESIS OR CLAIM	Thesis/claim is clearly stated and consistently supported by analysis and evidence.	Thesis/claim is discernable and mostly supported by analysis and evidence.	Thesis/claim is suggested and somewhat supported by analysis or evidence.	Thesis/claim is vague and supported by minimal analysis or evidence.		
THEME	Paper's theme is consistently clear and comprehensively addresses all components of the contest topic.	Paper's theme is adequately clear and addresses all components of the contest topic.	Paper's theme is somewhat clear and addresses some components of the contest topic.	Paper's theme has minimal clarity and loose connection to the contest topic.		
PROVIDED SOURCES	Three or more sources provided by MCHE have been effectively used to support the author's thesis about the contest topic.	Three sources provided by MCHE have been adequately well used to support the author's thesis about the contest topic.	Two sources provided by MCHE have been moderately well used to support the author's thesis about the contest topic.	Author attempted to support their thesis about the contest topic with at least one source provided by MCHE.		
ADDITIONAL SOURCES	Two or more sources <u>not</u> provided by MCHE have been effectively used to support the author's thesis about the contest topic.	Two sources <u>not</u> provided by MCHE have been adequately well used to support the author's thesis about the contest topic.	Two sources <u>not</u> provided by MCHE have been moderately well used to support the author's thesis about the contest topic.	Author attempted to support their thesis about the contest topic with at least one source <u>not</u> provided by MCHE.		
REFLECTION	The reflection portion of the essay demonstrates personal insight as well as critical thinking about all portions of the prompt.	The reflection portion of the essay attempts personal insight as well as critical thinking about all portions of the prompt.	The reflection portion of the essay attempts critical thinking about portions of the prompt.	The reflection portion of the essay addresses portions of the prompt.		
SUB-TOTAL FOR SIDE ONE (36 POINTS POSSIBLE)						

*ahistorical thinking – judging a person's decisions or actions by the information that you have now rather than the information that they had at the place and the time when they made the decision or chose the action

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QUALITY OF WRITTEN PRESENTATION						
TECHNICAL WRITING/ CITATIONS	--Citations are accurately and consistently written in a commonly used academic style such as MLA, APA or CMOS. --In-text citations or notes consistently credit both quotations and paraphrased information. --Only sources cited in the body of the paper should appear on the Works Cited.	--Citations are mostly accurate and consistently written in a commonly used academic style such as MLA, APA, or CMOS. --In-text citations or notes generally credit quotations and paraphrased information. --Sources cited in the body of the paper appear on the Works Cited.	--Citations are sometimes inaccurate but mostly consistent in style. It is possible to determine the academic style used. --In-text citations or notes sometimes credit quotations and paraphrased information. --Sources cited in the body of the paper should appear on the Works Cited. Sources may be missing or added.	--Citations are often inaccurate or inconsistently written. It is difficult to determine the academic style chosen to credit sources. --In-text citations or notes rarely credit quotations or paraphrased information. --The Works Cited is inaccurate, incomplete, or a Bibliography has been substituted.		
GRAMMAR & MECHANICS	Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	Text contains major grammatical or mechanical errors that impede understanding. Text is inappropriate to the topic.		
WRITER'S VOICE	The author poses an original and engaging thesis that is congruent with the contest topic and consistently provides—in their own words—supporting arguments and evidence, relying on limited direct quotes.	The author poses an original thesis that is congruent with the contest topic and often provides—in their own words—supporting arguments and evidence, relying on few direct quotes.	The author constructs a main idea that is congruent with the contest topic and provides supporting ideas and evidence, relying on direct quotes that constitute no more than 25% of the total word count.	The author constructs a main idea that is related to the contest topic and provides supporting ideas and evidence, relying on direct quotes that constitute no more than 33% of the total word count.		
TOTAL RANK: SIDE ONE + SIDE TWO =				SUB-TOTAL FOR SIDE TWO (12 POINTS POSSIBLE)		
/ 48 ENTRY # _____						

STUDENT / TEACHER CHECKLIST:

<ul style="list-style-type: none"> <input type="checkbox"/> Author's first initial and last name along with page numbers are permitted in the headers of the paper. <input type="checkbox"/> Name of sponsoring school should not appear on the paper. <input type="checkbox"/> Sponsoring teacher's name should not appear on the paper. <input type="checkbox"/> Neither grade level nor course title should appear on the paper. <input type="checkbox"/> The paper should have a title relevant to its thesis. "White Rose Essay" and the like are not appropriate titles. <input type="checkbox"/> There is no part of the paper that is plagiarized—a problem that can be caused by failing to provide appropriate citations of sources. 	<ul style="list-style-type: none"> <input type="checkbox"/> The paper—excluding the Works Cited—may not exceed 1,200 words. <input type="checkbox"/> The Works Cited page is included as the last page. It lists—in alphabetical order—<u>all</u> and <u>only</u> the sources cited within the paper. MLA, APA, or CMOS formatting should be consistently used. <input type="checkbox"/> The author has taken advantage of helpful technology such as spell check and grammar suggestions. <input type="checkbox"/> Author, ask yourself, "Will this paper be interesting to my reader?" You had to write one, but your teacher and the judges must read many. Will yours stand out for positive reasons?
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