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 pts possible**
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/ HISTORICAL ARGUMENT	Thesis 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 & CONTENT	The paper's theme is consistently clear. Essay is well organized and comprehensively addresses all components of the contest topic.	The paper's theme is adequately clear. Essay is fairly well organized and addresses all components of the contest topic.	The paper's theme is somewhat clear. Organization of ideas is somewhat confusing. Essay addresses some components of the contest topic.	The paper's theme has minimal clarity. Organization of ideas is poor. Content of essay is loosely connected to the contest topic.		
SUPPORTING EVIDENCE: 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.		
SUPPORTING EVIDENCE: 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 (1/4 of total length)	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

CATEGORY	EXEMPLARY 4 POINTS	PROFICIENT 3 POINTS	DEVELOPING 2 POINTS	NOVICE 1 POINT	NOT EVIDENT 0 POINTS	SCORING COLUMN
QUALITY OF WRITTEN PRESENTATION						
TECHNICAL WRITING/ CITATIONS	--Citations are accurately and consistently written in MLA, APA or CMS format. --In-text citations or notes consistently credit both quotations and paraphrased information. --Only sources cited in the paper appear on the Works Cited.	--Citations are mostly accurate and consistently written in MLA, APA, or CMS format. --In-text citations or notes mostly credit quotations and paraphrased information. --Sources cited in the paper appear on the Works Cited.	--Citations are sometimes inaccurate. Although there are inconsistencies in format, it is possible to determine a primary citation style. --In-text citations or notes sometimes credit quotations and paraphrased information. --Sources cited in the paper appear on the Works Cited. A source may be missing or added.	--Citations are frequently inaccurate or inconsistently written. It is difficult to determine which citation format was chosen to credit sources. --In-text citations or notes rarely credit quotations and 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 and may contain redundancies. Grammatical and mechanical errors are minimal. Text is appropriate to the topic.	Text is unclear; it 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, skillfully using 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. Direct quotes are either over-used (less than 25% of the total) or are completely avoided.	The author constructs a main idea that is related to the contest topic and provides supporting ideas and evidence. Direct quotes are either over-used (less than 33% of the total) or are completely avoided.		
TOTAL SCORE: SIDE ONE_____ + SIDE TWO_____ = _____ / 48				**SUB-TOTAL FOR SIDE TWO (12 POINTS POSSIBLE)**		

STUDENT / TEACHER CHECKLIST:

- □ Author's first initial and last name along with page numbers are permitted in the headers of the paper.
- □ School name should not appear on the paper.
- □ Sponsoring teacher's name should not appear on the paper.
- □ Neither grade level nor course title should appear on the paper.
- □ The paper should have a title relevant to its thesis. "White Rose Essay" and the like are not appropriate titles.
- □ There is no part of the paper that is plagiarized or incorporates the use of Artificial Intelligence (AI).
- □ The paper—excluding the Works Cited—may not exceed 1,600 words.
- □ The Works Cited is included as the last page(s). It lists—in alphabetical order—all and only the sources cited within the paper. MLA, APA, or CMS formatting has been consistently used.
- □ The author has taken advantage of helpful technology such as spell check and grammar suggestions.
- □ Ask: Will this paper be interesting to the reader?" Will the reader be persuaded to accept the thesis of the essay? Will this paper stand out for positive reasons?