White Rose Student Research Contest – Assessment Rubric for Paper

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	Paper's theme is consistently clear. Essay is well organized and comprehensively addresses all components of the topic. A and B of the research question are are well integrated.	Paper's theme is adequately clear. Essay is fairly well organized and addresses all components of the contest topic. There is some attempt to connect A and B.	Paper's theme is somewhat clear. Organization of ideas is somewhat confusing. Essay addresses some components of the contest topic. A and B are addressed separately.	The paper's theme has minimal clarity. Organization of ideas is poor. Content of essay is loosely connected to the contest topic. A and B are not both addressed.		
SUPPORTING EVIDENCE: Provided Sources	Author effectively demonstrated knowledge of survivor's story. Testimony and maLJ are thoughtfully analyzed to support thŜ thesiă.	Author adequately demonstrated knowledge of the survivor's story. Testimony and map are analyzed to support the thesis.	Author demonstrated some knowledge of the survivor 's story. Author attemped to analyze testimony and map to support the thesis.	Author attempted to demonstrate some knowledge of the survivor 's story using one of the sources. No significant analysis of sources.		
SUPPORTING EVIDENCE: Additional Sources	Three or more sources not provided by MCHE have been used effectively to support the thesis and explain their national context.	Three sources not provided by MCHE have been used adequately well to support the thesis and explain the national context.	Three sources not 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 two source not provided by MCHE.		
REFLECTION (1/4 of total length)	The reflection portion demonstrates relevant personal insight and critical thinking about the entire prompt and is well reasoned and supported.	The reflection portion attempts relevant personal insight and critical thinking about the entire prompt with some reasoning and support.	The reflection portion attempts relevant critical thinking about portions of the prompt with an effort to provide some reasoning and support.	The reflection portion addresses portions of the prompt. Reasoning and/or are minimal or unclear.		
					SUB-TOTAL FOR SIDE ONE (36 POSSIBLE POINTS)	

*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 chosen 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 chosen 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.		
					SUB-TOTAL FOR SIDE TWO (12 POINTS POSSIBLE)	

NOTES:

MATH BOX FOR ENTRY # _____	
SUB-TOTAL SIDE ONE (36 POSSIBLE)	
SUB-TOTAL SIDE TWO (12 POSSIBLE)	
TOTAL SCORE (48 POSSIBLE)	