

**EDMOND PUBLIC SCHOOLS**  
**RESEARCH REPORT RUBRIC - GRADE 7**

Student \_\_\_\_\_ Teacher \_\_\_\_\_ SCORE \_\_\_\_\_

(4 - EXCELLENT; 3 - ACCEPTABLE; 2 - BELOW AVERAGE;  
 1 - UNACCEPTABLE)

Score	Traits
____4 ____3 ____2 ____1	<b>CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Main idea (thesis) is clear.</li> <li><input type="checkbox"/> Each paragraph has a clear topic and concluding sentence.</li> <li><input type="checkbox"/> Topic sentences and concluding sentences are used in body paragraphs.</li> <li><input type="checkbox"/> Supporting details clearly support topic sentences.</li> <li><input type="checkbox"/> Transitions are used to connect paragraphs.</li> <li><input type="checkbox"/> Introduction, body, conclusion provide logical sequencing of ideas.</li> </ul>
____4 ____3 ____2 ____1	<b>SENTENCE VARIATION IN PARAGRAPHS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead sentence captures the reader's attention.</li> <li><input type="checkbox"/> Intro. participial phrase (<u>Running</u> with great speed, she won . . .) (<u>Surprised</u> by the party, she . . .)</li> <li><input type="checkbox"/> 2 independent clauses separated by semicolon (Sam won the race; he is an excellent runner.)</li> <li><input type="checkbox"/> Compound sentence (Marti won the race, and Sam came in third.)</li> <li><input type="checkbox"/> Appositive phrase (Marti, the best sprinter on the team, won . . .)</li> <li><input type="checkbox"/> Intro. prepositional phrase (<u>With</u> a burst of speed, Sam . . .)</li> <li><input type="checkbox"/> Intro. adverb clause (<u>When</u> Marti won the race, she . . .)</li> </ul>
____4 ____3 ____2 ____1	<b>WORD CHOICE AND FIGURATIVE LANGUAGE</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strong verbs are used; passive voice and be verbs are not overused</li> <li><input type="checkbox"/> No vague, overused, repetitive language is used (<i>a lot, great, very, really, etc.</i>)</li> <li><input type="checkbox"/> Metaphor (Our house is a zoo.)</li> <li><input type="checkbox"/> Simile (Our house is like a circus.)</li> <li><input type="checkbox"/> Personification (The Statue of Liberty whispers a message of hope to new Americans.)</li> </ul>
____4 ____3 ____2 ____1	<b>RESEARCH PAPER REQUIREMENTS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 or more sources were used; one source may be an Internet source.</li> <li><input type="checkbox"/> Information was compiled through formal research process, including use of a card catalog, computer catalog, magazines, newspapers, dictionaries, interviews, and/or other reference sources.</li> <li><input type="checkbox"/> Notes were taken to organize information from sources.</li> <li><input type="checkbox"/> Prewriting (outlining, webbing, etc.) was done to organize information.</li> <li><input type="checkbox"/> Works Cited Page was included.</li> <li><input type="checkbox"/> Quotations and other information borrowed from research sources were cited with author's name and page number in parentheses in text or as dictated by MLA (or similar) style.</li> </ul>
____4 ____3 ____2 ____1	<b>GRAMMAR, USAGE, MECHANICS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> No run-on sentences</li> <li><input type="checkbox"/> No sentence fragments</li> <li><input type="checkbox"/> Subject/verb agreement</li> <li><input type="checkbox"/> Correct verb tense usage</li> <li><input type="checkbox"/> No use of contractions</li> <li><input type="checkbox"/> Punctuation is correct.</li> <li><input type="checkbox"/> Capitalization is correct.</li> <li><input type="checkbox"/> Spelling is correct.</li> </ul>

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COMMENTS: