

9.3.3

Rubric and Checklist Packet

Research Paper Writing Rubric: Informative/Explanatory

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions	Includes a clear, articulate and engaging central claim that addresses the research question/problem Organizes complex ideas, concepts and information in a manner that clearly supports the central claim, including making important connections and distinctions	Includes a clear and articulate central claim that addresses the research question/problem Organizes complex ideas, concepts and information in a manner that supports the central claim, including making connections and distinctions	Includes a central claim that somewhat addresses the research question/problem Organizes complex ideas, concepts and information in a manner that partially supports the central claim	Includes a central claim that does not address the research question/problem, or does not include a central claim Organizes ideas, concepts and information in a manner that does not support the central claim
CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Develops the central claim with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Develops the central claim with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Partially develops the central claim with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic	Does not develop the central claim with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic

CCSS.ELA-Literacy.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	Uses appropriate and varied transitions to link ideas between and within paragraphs, create cohesion in the research paper and clarify the relationships among complex ideas and concepts	Uses appropriate transitions to link ideas between and within paragraphs, create cohesion in the research paper and clarify the relationships among complex ideas and concepts	Uses appropriate transitions to link ideas between or within paragraphs, create partial cohesion in the research paper and partially clarify the relationships among complex ideas and concepts	Does not use appropriate transitions to link ideas between or within paragraphs, nor create any cohesion in the research paper and clarify the relationships among complex ideas and concepts
CCSS.ELA-Literacy.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic	Uses precise language and domain-specific vocabulary to manage the complexity of the claim and related exposition.	Uses precise language or domain-specific vocabulary to manage the complexity of the claim and related exposition.	Uses some domain-specific vocabulary to manage the complexity of the claim and related exposition.	Does not use precise language nor domain-specific vocabulary to manage the complexity of the claim and related exposition
CCSS.ELA-Literacy.W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the expository writing	Establishes and partially maintains a formal style and objective tone while attending to the norms and conventions of the expository writing; may include some instances of informal language or a subjective tone	Partially establishes a formal style and objective tone while attending to the norms and conventions of the expository writing, with numerous instances of informal language and subjective tone	Does not establish nor maintain a formal style and objective tone while attending to the norms and conventions of the expository writing; is largely written using informal language and a subjective tone
CCSS.ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)	Provides a concluding statement or section that follows from and supports the central claim presented (e.g., articulating implications or the significance of the topic)	Provides a concluding statement or section that supports the central claim presented	Provides a concluding statement or section that partially supports the central claim presented	Does not provide a concluding statement or section that supports the central claim presented

Conventions/Adherence to MLA style

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking	Demonstrates a solid command of the conventions of Standard English grammar and usage, including the use of parallel structure and various types of phrases to convey specific meanings and add variety and interest to writing	Demonstrates a command of the conventions of Standard English grammar and usage in the research paper, including the use of various types of phrases to convey specific meanings and add variety and interest to writing	Demonstrates a partial command of the conventions of Standard English grammar and usage in the research paper	Does not demonstrate a partial command of the conventions of Standard English grammar and usage in the research paper
CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing	Demonstrates a solid command of the conventions of Standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use of a colon to introduce a list or quotation (where applicable)	Demonstrates a general command of the conventions of Standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use of a colon to introduce a list or quotation (where applicable)	Demonstrates a partial command of the conventions of Standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use of a colon to introduce a list or quotation (where applicable)	Demonstrates a limited command of the conventions of Standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use of a colon to introduce a list or quotation (where applicable)

	Contains no errors in capitalization, punctuation, and spelling	Contains few errors in capitalization, punctuation, and spelling, with no errors that interfere with comprehension	Contains errors in capitalization, punctuation, and spelling, with some errors that interfere with comprehension	Contains numerous errors in capitalization, punctuation, and spelling, with many errors that interfere with comprehension
CCSS.ELA-Literacy.L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's A Manual for Writers</i>) appropriate for the discipline and writing type	Features correct citations using the MLA style, including a works-cited page	Features correct citations using the MLA style, including a works-cited page	Features partially correct citations using the MLA style, including a works-cited page	Does not feature correct citations using the MLA style, nor does it include a works-cited page

Assessed Throughout the Module (Research and Writing Process)

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.2.a Rubric

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions	Includes a clear, articulate and engaging central claim that addresses the research question/problem Organizes complex ideas, concepts and information in a manner that clearly supports the central claim, including making important connections and distinctions	Includes a clear and articulate central claim that addresses the research question/problem Organizes complex ideas, concepts and information in a manner that supports the central claim, including making connections and distinctions	Includes a central claim that somewhat addresses the research question/problem Organizes complex ideas, concepts and information in a manner that partially supports the central claim	Includes a central claim that does not address the research question/problem, or does not include a central claim Organizes ideas, concepts and information in a manner that does not support the central claim

SCORE: _____ out of 4

Feedback: _____

W.9-10.2.a Checklist

	Did I...	✓
Introduce a Topic	Grab the reader's attention?	<input type="checkbox"/>
	Include context for what is covered by the research paper (e.g., why the research question/problem is worth asking/solving, anecdotes or scenarios about the research question/problem, situating the research question/problem in a historical context, etc)?	<input type="checkbox"/>
	Include the central claim of the research paper?	<input type="checkbox"/>
	Include information about what is covered by the research paper (e.g., a preview of what will follow in the paper)?	<input type="checkbox"/>

Note that these elements of a successful introduction may overlap to varying degrees, for example, the information or context about what is covered by the paper may also be the “hook” in the form of engaging anecdotes or scenarios about the research question/problem.

In addition, note the aspect of this criterion that has to do with the paper's organization (“organize complex ideas, concepts, and information to make important connections and distinctions”) will be measured during lessons 4 and 6.

L.9-10.3.a Rubric

CCSS.ELA-Literacy.L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's A Manual for Writers</i>) appropriate for the discipline and writing type.				
Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's A Manual for Writers</i>) appropriate for the discipline and writing type	Features correct citations using the MLA style, including a works-cited page	Features correct citations using the MLA style, including a works-cited page	Features partially correct citations using the MLA style, including a works-cited page	Does not feature correct citations using the MLA style, nor does it include a works-cited page

SCORE: _____ out of 4

Feedback: _____

L.9-10.3.a Checklist

	Did I...	✓
MLA Citation	Include the appropriate format for MLA in-text citations (e.g., author and page number)?	<input type="checkbox"/>
	Avoid plagiarism by citing paraphrases as well as quotes?	<input type="checkbox"/>
	Include a works-cited page?	<input type="checkbox"/>
	Follow the Citation Handout to correctly format my citations?	<input type="checkbox"/>

For specified formatting refer to the MLA Citation Handout in 9.3 Lesson 3.

W.9-10.2.c Rubric

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
Criteria	4 – Writing at this Level:	3 – Writing at this Level:	2 – Writing at this Level:	1 – Writing at this Level:
CCSS.ELA-Literacy.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	Uses appropriate and varied transitions to link ideas between and within paragraphs, creates cohesion in the research paper and clarifies the relationships among complex ideas and concepts	Uses appropriate transitions to link ideas between and within paragraphs, creates cohesion in the research paper and clarifies the relationships among complex ideas and concepts	Uses appropriate transitions to link ideas between or within paragraphs, creates partial cohesion in the research paper and partially clarifies the relationships among complex ideas and concepts	Does not use appropriate transitions to link ideas between or within paragraphs, nor creates any cohesion in the research paper and clarifies the relationships among complex ideas and concepts

SCORE: _____ out of 4

Feedback: _____

W.9-10.2.c Checklist

	Did I...	✓
Transitions	Use appropriate transitions in my research paper?	<input type="checkbox"/>
	Use varied transitions from my connecting ideas handout to link sentences and paragraphs in my paper?	<input type="checkbox"/>
Cohesion	Create cohesion in my paper using transitional words and phrases?	<input type="checkbox"/>
	Logically order my claims and evidence?	<input type="checkbox"/>
	Clarify relationships among my central claim and sub claims?	<input type="checkbox"/>

Refer to the Organization and Cohesion Handout as well as the Connecting Ideas Handout in 9.3 Lesson 4.

W.9-10.2.b Rubric

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Criteria	4 – Writing at this Level:	3 – Writing at this Level:	2 – Writing at this Level:	1 – Writing at this Level:
CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Develops the central claim with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Develops the central claim with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Partially develops the central claim with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic	Does not develop the central claim with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic

SCORE: _____ out of 4

Feedback: _____

W.9-10.2.b Checklist

	Did I...	✓
Develop the Central Claim	Choose relevant and sufficient facts?	<input type="checkbox"/>
	Include extended definitions?	<input type="checkbox"/>
	Provide concrete details, quotations or other appropriate examples?	<input type="checkbox"/>
	Include facts, definitions, details, quotations, and examples that are appropriate to a Grade 9 audience?	<input type="checkbox"/>

W.9-10.2.e Rubric

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Criteria	4 – Writing at this Level:	3 – Writing at this Level:	2 – Writing at this Level:	1 – Writing at this Level:
CCSS.ELA-Literacy.W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the expository writing	Establishes and partially maintains a formal style and objective tone while attending to the norms and conventions of the expository writing; may include some instances of informal language or a subjective tone	Partially establishes a formal style and objective tone while attending to the norms and conventions of the expository writing, with numerous instances of informal language and subjective tone	Does not establish nor maintain a formal style and objective tone while attending to the norms and conventions of the expository writing; is largely written using informal language and a subjective tone

SCORE: _____ out of 4

Feedback: _____

W.9-10.2.e Checklist

	Did I...	✓
Formal Style	Use complete sentences?	<input type="checkbox"/>
	Avoid contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't)?	<input type="checkbox"/>
	Use correct grammar?	<input type="checkbox"/>
Objective Tone	Use third-person-point-of-view (he, she, it, they, one)?	<input type="checkbox"/>
	Present conclusions drawn from research?	<input type="checkbox"/>
	Avoid using personal opinions and first-person-point-of-view (I, me, we)?	<input type="checkbox"/>

Formal style is standard in academic writing as well as in college and the workplace. It is important when writing a research paper to use formal style because you never knows who will be reading your work. Formal style makes a research paper appealing and accessible to a wide audience. Formal style uses correct and specific language, objective tone, as well as correct grammar and complete sentences. Remember to avoid contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't).

Objective tone is important when writing an informative research paper because it presents conclusions from research but not subjective opinion. Objective tone does present information and conclusions gathered from the research. Objective tone does use the third-person point-of-view (he, she, it, they, one).

W.9-10.2.f Rubric

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Criteria	4 – Writing at this Level:	3 – Writing at this Level:	2 – Writing at this Level:	1 – Writing at this Level:
CCSS.ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)	Provides a concluding statement or section that follows from and supports the central claim presented (e.g., articulating implications or the significance of the topic)	Provides a concluding statement or section that supports the central claim presented	Provides a concluding statement or section that partially supports the central claim presented	Does not provide a concluding statement or section that supports the central claim presented

SCORE: _____ out of 4

Feedback: _____

W.9-10.2.f Checklist

	Did I...	✓
Conclusion	Provide a concluding statement?	<input type="checkbox"/>
	Ensure the concluding statement clearly follows from my body paragraphs?	<input type="checkbox"/>
	Ensure the concluding paragraph supports the information presented in my essay?	<input type="checkbox"/>
	Make sure to not simply restate my opening claim?	<input type="checkbox"/>

L.9-10.2 Checklist

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.				
Criteria	4 – Writing at this Level:	3 – Writing at this Level:	2 – Writing at this Level:	1 – Writing at this Level:
CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing	Demonstrates a solid command of the conventions of Standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use of a colon to introduce a list or quotation (where applicable) Contains no errors in capitalization, punctuation, and spelling	Demonstrates a general command of the conventions of Standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use of a colon to introduce a list or quotation (where applicable) Contains few errors in capitalization, punctuation, and spelling, with no errors that interfere with comprehension	Demonstrates a partial command of the conventions of Standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use of a colon to introduce a list or quotation (where applicable) Contains errors in capitalization, punctuation, and spelling, with some errors that interfere with comprehension	Demonstrates a limited command of the conventions of Standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use of a colon to introduce a list or quotation (where applicable) Contains numerous errors in capitalization, punctuation, and spelling, with many errors that interfere with comprehension

SCORE: _____ out of 4

Feedback: _____

L.9-10.2 Checklist

	Did I...	✓
Capitalization	Capitalize every word at the beginning of a sentence and proper nouns?	<input type="checkbox"/>
Punctuation	Use semicolons to join closely related independent clauses?	<input type="checkbox"/>
	Use colons to introduce quotations and any lists?	<input type="checkbox"/>
Spelling	Spell all words correctly (paying special attention to my Vocabulary Journal words)?	<input type="checkbox"/>

For use of colons and semicolons refer to the Colon and Semicolon Handout in 9.3 Lesson 7.

W.9-10.2.d Rubric

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Criteria	4 – Writing at this Level:	3 – Writing at this Level:	2 – Writing at this Level:	1 – Writing at this Level:
CCSS.ELA-Literacy.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic	Uses precise language and domain-specific vocabulary to manage the complexity of the claim and related exposition	Uses precise language or domain-specific vocabulary to manage the complexity of the claim and related exposition	Uses some domain-specific vocabulary to manage the complexity of the claim and related exposition	Does not use precise language nor domain-specific vocabulary to manage the complexity of the claim and related exposition

SCORE: _____ out of 4

Feedback: _____

W.9-10.2d Checklist

	Did I...	✓
Language & Vocabulary	Use precise language?	<input type="checkbox"/>
	Use domain-specific words from my Vocabulary Journal?	<input type="checkbox"/>
Managing Complexity	Present my central and sub-claims using appropriate vocabulary?	<input type="checkbox"/>
	Precisely manage the introduction and development of my central and sub-claims?	<input type="checkbox"/>