RESEARCH PAPER RUBRIC

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| **PERFORMANCE** **INDICATOR** | **LEVEL OF PERFORMANCE** |
| **Emergent Candidate****(1)** | **Developing Candidate****(2)** | **Proficient Candidate****(3)** | **Accomplished Candidate****(4)** | **Not Demonstrated****(0)** |
| **Content/Issue** | Selects a topic or issue to investigate | **AND** | Selects a topic or issue relevant to an appropriate content area | **AND** | Clearly articulates a topic or issue appropriate to the content area | **AND** | Powerfully demonstrates how the topic or issue is of central importance to the content area |  |
| **Development of Thesis/Supporting Arguments**  | States a position or thesis | **AND** | Provides basic supporting information | **AND** | Clearly articulates a thesis or position and provides sufficient supporting arguments | **AND** | Provides compelling supporting arguments and skillfully addresses counter-argument |  |
| **Synthesis and Conclusions** | Provides a conclusion | **AND** | Provides a conclusion that logically follows the argument | **AND** | Articulates a conclusion that communicates and synthesizes the research | **AND** | Thoughtfully interprets the research and its significance to the content area |  |
| **Sources and Evidence** | Uses credible sources | **AND** | Uses multiple sources | **AND** | Effectively supports each argument with appropriate sources | **AND** | Uses sources that represent a variety of perspectives that address both the argument and counter-arguments |  |
| **Reflection** | Provides a written reflection | **AND** | Discusses the research process | **AND** | Provides justification of how the research process addresses depth of content knowledge | **AND** | Insightfully discusses how the research process has facilitated depth of understanding in the content area |  |
| **Demonstration of Content Knowledge**NCPTS: 3bKSD: 3 | Demonstrates no content knowledge in the teaching specialty area |  | Demonstrates a basic level of knowledge in the teaching specialty area |  | Demonstrates an appropriate level of knowledge in the teaching specialty area |  | Demonstrates extensive knowledge in the teaching specialty area |  |