Researched Biography Rubrics Page

Name: _____ Completed by: _____ Suggested Title:_____

RESEARCH	Distinguished (93-100)	Proficient (80-92)	Developing (70-79)	Beginning (69 and below)
Research QUESTION or FOCUS	• Product is guided by a complex, open-ended and insightful research question/focus.	• Product is guided by a clear open-ended research question/focus.	• Product is guided by a question or focus that may be limited, vague or unclear.	• Product is not guided by a research question.
Quality of INFORMATION	• Product is based on extensive sources. • Sources demonstrate complexity. • Includes 2 sources	• Product is based on a required number of sources • Sources demonstrate appropriate depth, relevance, and reliability • Inlcudes 1 source	• Product is based on limited sources • Sources demonstrate minimal depth, relevance, and/or reliability. • OR Includes no source references	All opinion with no support
EVALUATION and SYNTHESIS	• Product demonstrates superior understanding of the topic. • Conclusions are insightful, logical, exceptionally well developed, and clearly relate to research topic.	• Product demonstrates sufficient knowledge of the topic. • Conclusions are logical, appropriately well developed, and clearly relate to research topic.	• Product demonstrates limited knowledge of the topic. • Conclusions are somewhat logical, developed, and related to research topic.	• Product demonstrates minimal knowledge of the topic. • Conclusions are not logical, developed, or clearly related to research topic.
WORKS CITED/ CITATIONS	• MLA or APA Works Cited page contains no errors. • MLA or APA in-text citations contain no errors.	• MLA or APA Works Cited page contains few errors. • MLA or APA in-text citations contain few errors.	• MLA or APA Works Cited page contains several errors. • MLA or APA in-text citations contain several errors.	• Reference and citation errors detract significantly from paper. • No in-text citations.

Writing Process	Distinguished (93-100)	Proficient (80-92)	Developing (70-79)	Beginning (69 and below)
INTRODUCTION	• Introduction engages reader and clearly sets up focus of narrative.	• Introduction effectively leads into narrative.	• Introduction only suggests a focus.	• Introduction is confusing or lacks focus.
Selection and Integration of EVIDENCE	• Relevant and compelling evidence from the text represents best choice to support and shed light on narrative. • Each quote or reference introduced ("not dropped") and woven with clear and sophisticated fluency.	• Relevant evidence from the entire text (not just a portion) is used to support the narrative. • Each quote or reference is introduced ("not dropped") and woven with fluency, minor deviations.	• Evidence selected is limited and/or does not represent best choice for supporting the narrative. • Each quote or reference is not consistently introduced.	• Specific and direct evidence is not used or is inappropriate or irrelevant. • Quotes are not introduced.
NARRATIVE TECHNIQUES and STYLE	• Writer uses a variety of narrative techniques including description, reflection and pacing to develop a complex portrait of subject. • Writer uses a sophisticated and discernable voice, effective wording, and a variety of sentence structures.	• Writer uses a variety of narrative techniques including description, reflection and pacing to develop a clear portrait of subject. • Writer uses a discernable voice, effective wording, and a variety of sentence structures. Some generic language may be used.	• Writer may not use description or reflection in narrative • Writer may rely on summary of events to build narrative • Writer may use some techniques, but the portrait of the subject is too simplistic. • Writer has limited voice, consistently using generic language. Sentences may lack variety or may be choppy.	• Writer does not use a variety of narrative techniques in narrative • Writer relies mostly on summary of events to build narrative • Narrative may be too limited to employ sufficient techniques • Writer uses ineffective or inappropriate language and sentences are short, choppy and lack variety.
ORGANIZATION	• Each body paragraph begins with clear focus. • Sequence of events are logical and lead to a coherent and complex narrative. • **Transitional devices are effectively used between paragraphs and ideas**	• Each body paragraph begins with clear focus. • Sequence of events are logical and lead to a coherent and complex narrative.	• Some body paragraphs lack a clear focus. • Sequence of events are not always logical. • The narrative may not have coherence or may be oversimplified in structure.	• Majority of body paragraphs lack a clear focus • Sequence of events are confusing or illogical. • The narrative is incomplete, lacks coherence or may be oversimplified.
STANDARD ENGLISH CONVENTIONS	• This paper contains only minor errors relative to the length of the piece according to Standard English Conventions.	• This paper contains few errors relative to the length of the piece according to Standard English Conventions.	• This paper contains several errors relative to the length of the piece according to Standard English Conventions.	• This paper contains numerous errors relative to the length of the piece according to Standard English Conventions. There are major sentence structure problems and communication is hindered by the errors.