

## Junior Research Project Checklist

Name: \_\_\_\_\_

This sheet is to help you plan/track progress and to gain points for your hard work. You will turn in this sheet with the marked items for process points at the end of the project.

*On time = full points*

*Late = ½ points*

*Missing = no points*

- The packet must include printed/edited copies.
- If you have a planned absence for the due dates, turn in before the due date.
- Each edit must come from a different classmate – no repeat editors.
- Mark the “Due”, “Notes”, and check boxes – points will be marked by your teacher.

Item	Due	Work to be accomplished	Points	Notes	
1		Signature Sheet	/5	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
2		TRS #1-3	/15	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
3		TRS #4	/5	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
4		TRS #5	/5	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
5		TRS #6	/5	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
6		Outline #1	/10	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
7		Outline #2	/10	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
8		Outline Peer Edits (x2) <i>Outline #1 Editor:</i> <i>Outline #2 Editor:</i>	/4	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
9		First Draft	/15	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
10		First Rough Draft Peer Edits (x2) <i>Editors Name:</i> <i>Editors Name:</i>	/6	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
11		2 <sup>nd</sup> Draft	/20	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
12		2 <sup>nd</sup> Draft Peer Edits (x2) <i>Editors Name:</i> <i>Editors Name:</i>	/6	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
13		Source Cards	/16	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
14		Works Cited	/10	<i>Late, On Time, Missing</i>	<input type="checkbox"/>
15		Process Packet	/3	<i>Circle all and check the boxes before submitting your packet</i>	<input type="checkbox"/>
		<b>TOTAL</b>	135		

# Collection of Research Compilation Sheet

## SAMPLE ENTRY

Source Title: The World According to Mr. Rogers

Media Type Book

Print or hardcopy  Online or digital

ISBN or link: 987-7-56731-996-5

Evidence	Summary or paraphrase	Contribution to a potential thesis
"I've often hesitated in beginning a project because I've thought, "It'll never turn out to be even remotely like the good idea I have as I start." I could just "feel" how good it could be. But I decided that, for the present, I would create the best way I know how and accept the ambiguities" (36)	Frequently we feel that tasks are unlikely to turn out as we hope, but it is best to begin the task as best we can. Starting something and accepting it as it exists is an important step.	Starting your junior project as best you can is the first step to getting a good grade.
"There's an old Italian proverb: <i>Qui va piano, va sano, va lontano</i> . That means; "The person who goes quietly, goes with health and goes far." Hurrying up and using a lot of shortcuts doesn't get us very far at all" (125)	Doing your work the easy way might mean less work, but doing it right, will earn you more in the end.	Working hard on your project will set you up for greater success down the road.
"The greatest gift you ever give is your honest self" (81)	Don't cheat.	Working hard on your project will set you up for greater success down the road.

Summary of source (What is the source about, and what relevance does it have?)

This book is a collection of quotes from Fred Rogers, beloved host of the children's show *Mr. Rogers's Neighborhood*. The quotes are meant to be inspirational and self-affirming on a variety of topics. Rogers is acknowledged as being a kind, just, thoughtful and empathetic person, which gives credibility to his words on the various topics he speaks about. His children's show was all about getting, being nice, making yourself a better person and giving back to your community. While it doesn't have much to do with specifically writing an essay, it is good advice on how to do your best at everything you attempt, which is relevant to this topic. Mr. Rogers' ideas are supremely applicable to this thesis, in that he makes some very profound statements in very simple terms, which can frequently be simple enough for children to understand, but complex enough for adults to debate.

[Repeat for other sources]

Your thesis should be the argument you are going to make as a result of the research you have collected. Look at the right hand column of the source sheet, how can the themes be used to make an argument (not a statement, but something debatable) about your topic.

**Thesis** The process and product your Junior Project can be intellectually stimulating and prepare you for greater academic success in the future.

# #1 Outline Peer Editing

Name: \_\_\_\_\_

- Do the sections seem to have the appropriate information? Is the outline formatted correctly?
- Is the research question appropriate for the topic? Does the main thesis directly answer the research question?
- Does each body thesis connect-link to the main thesis?
- Does the evidence back up the body thesis and main thesis?
- Is the evidence actually facts and expert opinion? Does the outline have a mixture of evidence?
- Are there facts that appear to be missing?
- Are the citations in correct MLA format?
- Are there claims (parts of the MT or BT) that are not supported by facts/CDs?
- Can you follow the logic (is the paper in a logical sequence)?

**Finally:** What are two things that worked well in this essay? What are two things the writer might want to take a second look at? Be specific.

Worked well:

1.

2.

You might want to take a second look at:

1.

2.

Editor's Name: \_\_\_\_\_

Writer's Name: \_\_\_\_\_

8

#2

Name: \_\_\_\_\_

## Outline Peer Editing

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- Do the sections seem to have the appropriate information? Is the outline formatted correctly?
  - Is the research question appropriate for the topic? Does the main thesis directly answer the research question?
  - Does each body thesis connect-link to the main thesis?
  - Does the evidence back up the body thesis and main thesis?
  - Is the evidence actually facts and expert opinion? Does the outline have a mixture of evidence?
  - Are there facts that appear to be missing?
  - Are the citations in correct MLA format?
  - Are there claims (parts of the MT or BT) that are not supported by facts/CDs?
  - Can you follow the logic (Is the paper in a logical sequence)?
- 

**Finally:** What are two things that worked well in this essay? What are two things the writer might want to take a second look at? Be specific.

Worked well:

1.

2.

You might want to take a second look at:

1.

2.

Editor's Name: \_\_\_\_\_

Writer's Name: \_\_\_\_\_

Name: \_\_\_\_\_

EditorTotal:    9**Draft #1: Peer Edit Essay Rubric**

Please use this rubric to ensure that you have included all of the components of a well-thought out argument.

Component Checklist	At Standard 8-10	Approaching Standard 5-7	Needs Work 0-4
<b>Introduction</b> <input type="checkbox"/> Hook <input type="checkbox"/> General Background <input type="checkbox"/> Thesis	<p>Opens with a creative hook that draws the reader in and clearly connects with the topic.</p> <p>Introduces relevant <i>general background information</i> that sets the stage for the thesis (not your supporting evidence, yet).</p> <p>Introduces a specific <b>thesis statement</b> that is inviting, provocative, and debatable. (<i>Who? What? Why/How?</i>)</p>	<p>Opens with a hook, but the hook does not clearly connect to the subject.</p> <p>Introduces <b>Background Information</b> that is not relevant, scanty, too specific or unclear.</p> <p>Thesis statement is too vague, incomplete.</p>	<p>Opens with a creative hook that draws the reader in and clearly connects with the topic.</p> <p>Little or no relevant background information.</p> <p>Lacks a clear thesis statement.</p>
<b>Body Paragraph 1</b> <input type="checkbox"/> Body Thesis <input checked="" type="checkbox"/> Evidence X2 <input type="checkbox"/> Explanation <input type="checkbox"/> Connection to Thesis Statement	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i>  <b>Clearly links the Image to the Main Thesis.</b>          Concludes the paragraph by <b>explaining how the evidence supports the Thesis Statement.</b></p>	<p>The topic of the paragraph is unclear.</p> <p>The quote is irrelevant, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p>Fails to <b>explain how the evidence supports the main thesis.</b></p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p>Fails to <b>Explain</b> the meaning of the evidence.</p> <p>Fails to <b>connect</b> the evidence (quote) to the <b>Main Thesis.</b></p>
<b>Body Paragraph 2</b> <input type="checkbox"/> Body Thesis <input checked="" type="checkbox"/> Evidence X2 <input type="checkbox"/> Explanation <input type="checkbox"/> Connection to Thesis Statement	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i>  <b>Clearly links the Image to the Main Thesis.</b>          Concludes the paragraph by <b>explaining how the evidence supports the Thesis Statement.</b></p>	<p>The topic of the paragraph is unclear.</p> <p>The quote is irrelevant, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p>Fails to <b>explain how the evidence supports the main thesis.</b></p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p>Fails to <b>Explain</b> the meaning of the evidence.</p> <p>Fails to <b>connect</b> the evidence (quote) to the <b>Main Thesis.</b></p>
<b>Body Paragraph 3</b> <input type="checkbox"/> Body Thesis <input checked="" type="checkbox"/> Evidence X2 <input type="checkbox"/> Explanation <input type="checkbox"/> Connection to Thesis Statement	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i>  <b>Clearly links the Image to the Main Thesis.</b>          Concludes the paragraph by <b>explaining how the evidence supports the Thesis Statement.</b></p>	<p>The topic of the paragraph is unclear.</p> <p>The quote is irrelevant, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p>Fails to <b>explain how the evidence supports the main thesis.</b></p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p>Fails to <b>Explain</b> the meaning of the evidence.</p> <p>Fails to <b>connect</b> the evidence (quote) to the <b>Main Thesis.</b></p>
<b>Conclusion</b> <input type="checkbox"/> Restate Thesis <input type="checkbox"/> Summarize Evidence <input type="checkbox"/> Concluding Statement	<p><b>Restates the thesis</b>, echoes the Introduction.</p> <p><b>Summarizes</b> the evidence.</p> <p>Provides a <b>resolution</b>; answers the "so what?" question. Connect to larger themes: <i>How do you become powerful? Who gets power? What is power? Etc.</i></p>	<p>Does not <b>restate the thesis</b> in a new way.</p> <p>Does not summarize all of the evidence.</p> <p>Does not end with a conclusion that wraps up the argument.</p>	<p>Does not restate the argument at all.</p> <p>No summary of the evidence.</p> <p>No concluding statement.</p>

Name: \_\_\_\_\_ *Editor* \_\_\_\_\_

Total: \_\_\_\_\_

**Draft #1: Peer Edit Essay Rubric**

Please use this rubric to ensure that you have included all of the components of a well-thought out argument.

Component Checklist	At Standard 8-10	Approaching Standard 5-7	Needs Work 0-4
<b>Introduction</b> <input type="checkbox"/> <i>Hook</i> <input type="checkbox"/> <i>General Background</i> <input type="checkbox"/> <i>Thesis</i>	<p>Opens with a creative <b>hook</b> that draws the reader in and clearly connects with the topic.</p> <p>Introduces relevant <b>general background</b> Information that sets the stage for the thesis (<i>not</i> your supporting evidence, yet).</p> <p>Introduces a specific thesis statement that is inviting, provocative, and debatable. (<i>Who? What? Why/How?</i>)</p>	<p>Opens with a <b>hook</b>, but the hook does not clearly connect to the subject.</p> <p>Introduces <b>Background Information</b> that is not relevant, scanty, too specific or unclear.</p> <p>Thesis statement is too vague, incomplete.</p>	<p>Opens with a creative <b>hook</b> that draws the reader in and clearly connects with the topic.</p> <p>Little or no relevant background information.</p> <p>Lacks a clear thesis statement.</p>
<b>Body Paragraph 1</b> <input type="checkbox"/> <i>Body Thesis</i> <input type="checkbox"/> <i>Evidence X2</i> <input type="checkbox"/> <i>Explanation</i> <input type="checkbox"/> <i>Connection to Thesis Statement</i>	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i>  <b>Clearly links the image to the Main Thesis.</b>            Concludes the paragraph by <b>explaining how the evidence supports the Thesis Statement.</b></p>	<p>The topic of the paragraph is <b>unclear</b>.</p> <p>The quote is irrelevant, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p><b>Fails to explain how the evidence supports the main thesis.</b></p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p><b>Fails to Explain</b> the meaning of the evidence.</p> <p><b>Fails to connect</b> the evidence (quote) to the Main Thesis.</p>
<b>Body Paragraph 2</b> <input type="checkbox"/> <i>Body Thesis</i> <input type="checkbox"/> <i>Evidence X2</i> <input type="checkbox"/> <i>Explanation</i> <input type="checkbox"/> <i>Connection to Thesis Statement</i>	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i>  <b>Clearly links the image to the Main Thesis.</b>            Concludes the paragraph by <b>explaining how the evidence supports the Thesis Statement.</b></p>	<p>The topic of the paragraph is <b>unclear</b>.</p> <p>The quote is irrelevant, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p><b>Fails to explain how the evidence supports the main thesis.</b></p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p><b>Fails to Explain</b> the meaning of the evidence.</p> <p><b>Fails to connect</b> the evidence (quote) to the Main Thesis.</p>
<b>Body Paragraph 3</b> <input type="checkbox"/> <i>Body Thesis</i> <input type="checkbox"/> <i>Evidence X2</i> <input type="checkbox"/> <i>Explanation</i> <input type="checkbox"/> <i>Connection to Thesis Statement</i>	<p>Contains a <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>The second sentence, the <b>evidence</b>, is a relevant and interesting <b>quote</b> (with a proper citation).</p> <p><b>Explains</b> the meaning of the evidence. <i>What does it mean? How does it work? How does it help one group or harm another?</i>  <b>Clearly links the image to the Main Thesis.</b>            Concludes the paragraph by <b>explaining how the evidence supports the Thesis Statement.</b></p>	<p>The topic of the paragraph is <b>unclear</b>.</p> <p>The quote is irrelevant, the source is not cited.</p> <p>The evidence is not <b>explained</b>. What does it mean? How does it work? How does it help one group or harm another?</p> <p><b>Fails to explain how the evidence supports the main thesis.</b></p>	<p>Lacks a clear <b>topic sentence</b> that introduces the subject of the paragraph.</p> <p>It is <b>unclear</b> what the evidence is. There is no citation.</p> <p><b>Fails to Explain</b> the meaning of the evidence.</p> <p><b>Fails to connect</b> the evidence (quote) to the Main Thesis.</p>
<b>Conclusion</b> <input type="checkbox"/> <i>Restate Thesis</i> <input type="checkbox"/> <i>Summarize Evidence</i> <input type="checkbox"/> <i>Concluding Statement</i>	<p><b>Restates the thesis</b>, echoes the introduction.</p> <p><b>Summarizes</b> the evidence.</p> <p>Provides a <b>resolution</b>; answers the "so what?" question. Connect to larger themes: <i>How do you become powerful? Who gets power? What is power? Etc.</i></p>	<p>Does not <b>restate the thesis in a new way</b>.</p> <p>Does not summarize all of the evidence.</p> <p>Does not end with a conclusion that wraps up the argument.</p>	<p>Does not restate the argument at all.</p> <p>No summary of the evidence.</p> <p>No concluding statement.</p>

Draft #2

Name:

Editor:

	10 - Connections			8 - General Analysis			6 - Base Knowledge			2 - Incomplete		
	Points	Mastery	Standard	Points	Mastery	Standard	Points	Mastery	Standard	Points	Mastery	Standard
<b>Research</b>												
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0
Citation	2.5%	0	Correct information in MLA format. 8 sources used	Correct author, format may be slightly incorrect, possibly non-MLA format may be inconsistent. Almost all sources used	Some recognition of borrowed information acknowledged (i.e. URL).	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	2.5%	0	Correct MLA Format. Correct number of sources	Information is present, but incomplete or incorrectly formatted. Several sources missing	Significant information is absent, formatting incorrect. Few sources on page.	Below Standard
Works Cited Page	2.5%	0	One or more primary sources. Sources represent a variety of viewpoints. All sources reliable. Uses a variety of sources: newspaper, journal, book, anthology, art, etc.	Very reliable sources, at least one primary source, many sources are from respected journals/databases	Moderately reliable, no primary sources, most sources from slanted internet sites, prolific use of anthologies (encyclopedias, biographies, etc.). Most sources present the same information.	Significant information is absent, formatting incorrect. Few sources on page.	5%	0	Evidence selected is strong and accurate. The best available evidence has been selected	Evidence used is mostly true and factual, with notable inaccuracies	No real reliable sources, all or most sources taken from internet, sources have strong slant or bias. Misinformation is rampant	Below Standard
Quality of sources	5%	0	Evidence selected is strong and accurate. The best available evidence has been selected	Evidence is selected is correct, and accurate, but some significant points may be omitted, or under-used	Impact on American culture is apparent, accurate and clear, but may be incomplete, or overstated.	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	10%	0	Impact on American culture well illustrated and significant. Impact goes beyond initial, and demonstrates lasting effects without overstating	Impact on American culture is apparent, accurate and clear, but may be incomplete, or overstated.	Significant information is absent, formatting incorrect. Few sources on page.	Below Standard
Selection of Evidence	10%	0	Analysis demonstrates clear understanding of topic, and is unique and original.	Analysis attempts to be unique and original, demonstrates higher level understanding of topic, using specifics	Analysis is basic, demonstrates a simple understanding of topic in broad, general terms	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	50.0%	0	Level of analysis	Link between evidence and thesis is plausible, though may not be entirely clear. Has evidence to support each BTS. Evidence is used multiple times and/or similar evidence is used	No analysis present. Paper is mostly evidence.	Below Standard
Addressing Prompt	5%	0	Evidence is specific, clearly linked to thesis. Each BTS has multiple pieces of evidence, not repeated. Evidence is used to make different points that support the thesis	Most evidence is specific, link between evidence and thesis is clear, has multiple pieces of evidence to support each BTS. Some pieces of evidence may be similar.	Thesis broadly/generally addresses prompt, may be formulaic	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	5%	0	Use of evidence	Thesis is proven in broad terms with some areas lacking specifics, or leaving questions left unanswered	Evidence is not related to thesis, or is generic in nature. Most points are not supported by evidence.	Below Standard
Understanding of the Issue	5%	0	Thesis clearly, concisely address prompt, not formulaic	Thesis is proven in broad terms with some areas lacking specifics, or leaving questions left unanswered	Thesis does not address the prompt	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	5%	0	Thesis addresses prompt	Thesis is plausibly proven, but requires the reader to make significant leaps in interpretation	Thesis does not address the prompt	Below Standard
Level of analysis	10%	0	Thesis is clearly, concisely address prompt, not formulaic	Thesis is proven in broad terms with some areas lacking specifics, or leaving questions left unanswered	Thesis does not address the prompt	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	25%	0	Thesis proven	Adequately introduces topic with thesis statement as the last sentence of the paragraph	Thesis not proven	Below Standard
Use of evidence	5%	0	Thesis clearly, concisely address prompt, not formulaic	Thesis is proven in broad terms with some areas lacking specifics, or leaving questions left unanswered	Thesis does not address the prompt	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	30.0%	0	Style/Format/Convention	Essentially restates thesis and intro paragraph in reverse order	Incomplete or inadequate	Below Standard
Intro paragraph	5%	0	Argument is expertly assembled, strong points stand out & support weaker portions of the argument. All BTS clear & link to thesis. Multiple points are used to prove thesis	General writing guidelines are followed, few errors. Word choice standard, doesn't convey strong voice. Most transitions between thoughts flow. Sentences are of varied length.	Argument follows a logical track transitions between thoughts may slightly interrupt the flow. All paragraphs are related to topic, but may be repetitive or not related to one another	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	5%	0	Conclusion paragraph	Argument follows a logical track transitions between thoughts may slightly interrupt the flow. All paragraphs are related to topic, but may be repetitive or not related to one another	Incomplete or inadequate	Below Standard
Conclusion paragraph	5%	0	Argument is expertly assembled, strong points stand out & support weaker portions of the argument. All BTS clear & link to thesis. Multiple points are used to prove thesis	General writing guidelines are followed, few errors. Word choice standard, doesn't convey strong voice. Most transitions between thoughts flow. Sentences are of varied length.	Argument follows a logical track transitions between thoughts may slightly interrupt the flow. All paragraphs are related to topic, but may be repetitive or not related to one another	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	10%	0	Structure & Sequencing	General writing guidelines are followed, few errors. Word choice standard, doesn't convey strong voice. Most transitions between thoughts flow. Sentences are of varied length.	Incomplete or inadequate	Below Standard
Structure & Sequencing	10%	0	Word choice conveys, strong voice and a well informed author. All transitions are strong. Sentences are of varied length and composition.	Use of incorrect information is minor and may void a supporting detail in an argument without invalidating argument	Multiple occurrences of incorrect information, or incorrect information nullifies some aspect of an argument	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	10%	0	Writing Style	Multiple occurrences of incorrect information, or incorrect information nullifies some aspect of an argument	Incomplete or inadequate	Below Standard
Writing Style	10%	0	Word choice conveys, strong voice and a well informed author. All transitions are strong. Sentences are of varied length and composition.	Use of incorrect information is minor and may void a supporting detail in an argument without invalidating argument	Multiple occurrences of incorrect information, or incorrect information nullifies some aspect of an argument	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	10%	0	Incorrect information	Use of incorrect information is minor and may void a supporting detail in an argument without invalidating argument	Incomplete or inadequate	Below Standard
Incorrect information	Up to 10% penalty	0	Use of incorrect information is minor, does not significantly detract from proving of thesis, may be incidental or a typo	Formatting impacts paper by adding or subtracting length up to one quarter page	Formatting impacts paper by adding or subtracting length by almost a half page	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	Up to 10% penalty	0	Modified Formatting & Length	Formatting impacts paper by adding or subtracting length up to one quarter page	Formatting impacts paper by adding or subtracting more than one half of a page to the total length	Below Standard
Modified Formatting & Length	Up to 10% penalty	0	Formatting does not impact length or quality of the paper as a whole, length requirement not fulfilled	Minor/occasional mistakes that could have easily gone unnoticed by spell-check or during the editing process	Frequent mistakes, or mistakes that do not impact the readability or ease of comprehension	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	Up to 10% penalty	0	Spelling/Grammar	Minor/occasional mistakes that could have easily gone unnoticed by spell-check or during the editing process	Makes show neglect of spell check or review, make paper extremely difficult to read, or lead to a contradiction in thesis	Below Standard
Spelling/Grammar	Up to 10% penalty	0	Minor/occasional mistakes that could have easily gone unnoticed by spell-check or during the editing process	Frequent mistakes, or mistakes that do not impact the readability or ease of comprehension	Frequent mistakes, or mistakes that do not impact the readability or ease of comprehension	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	Up to 10% penalty	0	Off Topic Paper	Paper infers impact, however impact is not cultural or not something significant to America	Paper does not address the prompt in the project, shows no effect and is not related to the topic	Below Standard
Off Topic Paper	Up to 10% penalty	0	Paper proves impact on something American, but the impact is either too broad, or too refined.	Paper infers impact, however impact is not cultural or not something significant to America	Paper only plausibly addresses the intent of the project. Impact is not specific, or is not on American Culture	Consistently neglects citation, neglectful, not plagiarism, one or zero sources used	Up to 10% penalty	0				Below Standard

Draft #2

Name:

Editor:

Points	10 - Connections Mastery		8 - General Analysis Standard		6 - Base Knowledge BASIC	
	0	0	0	0	0	0
<b>Research</b>	30.0%	0	0	0	0	0
Citation	2.5%	0	Correct information in MLA format. 8 sources used	Correct author, format may be slightly incorrect, possibly non MLA format may be inconsistent. Almost all sources used	some recognition of borrowed information acknowledged (ie. URL).	Consistently neglects citation, neglectful, not plagiarism, one or zero sources cited
Works Cited Page	2.5%	0	Correct MLA Format. Correct number of sources	Missing some aspects of MLA, may be missing minor bibliographical information, or formatting is incorrect. Not enough sources	Information is present, but incomplete or incorrectly formatted. Several sources missing	Significant information is absent, formatting incorrect. Few sources on page
Quality of sources	5%	0	One or more primary sources. Sources represent a variety of viewpoints. All sources reliable. Uses a variety of sources: newspaper, journal, book, anthology, art, etc.	Very reliable sources, at least one primary source, many sources are from respected journals/databases	Moderately reliable, no primary sources, most sources taken from internet sites, prolific use of anthologies (encyclopedias, biographies, etc).	No real reliable sources, all or most sources taken from internet, sources have strong slant or bias.
Selection of Evidence	10%	0	Evidence selected is strong and accurate. The best available evidence has been selected	Evidence is selected, correct, and accurate, but some significant points may be omitted, or under used	Evidence used is mostly true and factual, with notable inaccuracies	Evidence is irrelevant, or unrelated to the topic
Addressing Prompt	10%	0	Impact on American culture well illustrated and significant. Impact goes beyond initial, and demonstrates lasting effects without overstating	Impact on American culture is apparent, accurate and clear, but may be incomplete, or overstated.	Impact is not adequately demonstrated, too narrow, too broad, or only plausibly alluded to. Understanding of facts related to topic is general in nature	Paper is mostly encyclopedic, biographical or summary in nature
Understanding of the Issue	5%	0	Analysis demonstrates clear understanding of topic, and is unique and original.	Analysis attempts to be unique and original, demonstrates higher level understanding of topic, using specifics	Analysis is basic, demonstrates a simple understanding of topic in broad, general terms	No analysis present. Paper is mostly evidence.
Level of analysis	10%	0	evidence is specific, clearly linked to thesis. Each BTS has multiple pieces of evidence, not repeated. Evidence is used to make different points that support the thesis	Most evidence is specific, link between evidence and thesis is clear, has multiple pieces of evidence to support each BTS. Some pieces of evidence may be similar.	Link between evidence and thesis is plausible, though may not be entirely clear. Has evidence to support each BTS. Evidence is used multiple times and/or similar evidence is used	Evidence is not related to thesis, or is generic in nature. Most points are not supported by evidence.
Use of evidence	5%	0	Thesis clearly, concisely address prompt, not formulaic	Thesis is proven in broad terms with some areas lacking specifics, or leaving questions left unaddressed	Thesis broadly/generally, addresses prompt, may be wordy and formulaic	Thesis does not address the prompt
Thesis addresses prompt	5%	0	This is clearly and concisely proven, with specific information; argument does not wander or leave questions unanswered	Clearly wraps up the paper with a restatement of the thesis at the beginning of the paragraph	Adequately introduces topic with thesis statement as the last sentence of the paragraph	Thesis not proven
Thesis proven	25%	0	Expertly introduces topic with a compelling hook, some intro information and thesis at the end of the paragraph	Clearly wraps up the paper with a restatement of the thesis that is not word for word	Essentially restates thesis and intro paragraph in reverse order	Incomplete or inadequate
Style/Format/Convention	30.0%	0	Argument is expertly assembled, strong points stand out & support weaker portions of the argument. All BTS clear & link to thesis. Multiple points are used to prove thesis	Argument is well put together, weaker points may be evident. All BTS link to thesis statement, some BTS may be restatements of previous points	Argument follows a logical track transitions between thoughts may slightly interrupt the flow. All paragraphs are related to topic, but may be repetitive or not related to one another	Ordering of argument is illogical and makes paper difficult to follow.
Intro paragraph	5%	0	Word choice conveys strong voice and a well informed author. All transitions are strong. Sentences are of varied length and composition.	General writing guidelines are followed, few errors. Word choice standard; doesn't convey strong voice. Most transitions between thoughts flow. Sentences are of varied length.	Sentence structure is basic with only a few errors, which do not detract from the reading of the paper, paragraphing is problematic word choice is	Frequent errors in sentence structure including run-ons and incomplete sentences which make
Conclusion paragraph	5%	0	Use of incorrect information is minor, does not significantly detract from proving of thesis, may be incidental or a typo	Use of incorrect information is minor and may void a supporting detail in an argument without invalidating a argument	Multiple occurrences of incorrect information or incorrect information nullifies one aspect of an argument	Incomplete sentences which make
Structure & Sequencing	10%	0	Formatting does not impact length or quality of the paper as a whole, length requirement not fulfilled	Formatting impacts paper by adding or subtracting length up to one quarter page	Formatting impacts paper by adding or subtracting length by almost half page	Formatting impacts paper by adding or subtracting more than one half of a page to the total length
Writing Style	10%	0	Minor/occasional mistakes that could have easily gone unnoticed by spell-check or during the editing process	Frequent mistakes, or mistakes that do not impact the readability or ease of comprehension	Mistakes may lead to difficulty in readability or comprehension, but do not detract from major BTS or thesis	Mistakes show impact of spell check or review, make paper extremely difficult to read or lead to a misinterpretation in thesis
Off Topic Paper	10%	0	Paper proves impact on something American, but the impact is either too broad, or too refined.	Paper infers impact, however impact is not cultural or not something significant to America	Paper only plausibly addresses the intent of the project. Impact is not specific, or is not on American Culture	Paper does not address the intent of the project, shows no effect and is not related to the topic
<b>Reductions</b>			-3%	-5%	-7%	-10%
Incorrect information	Up to 20% penalty	0	Use of incorrect information is minor, does not significantly detract from proving of thesis, may be incidental or a typo	Use of incorrect information is minor and may void a supporting detail in an argument without invalidating a argument	Multiple occurrences of incorrect information or incorrect information nullifies one aspect of an argument	Multiple occurrences of incorrect information or incorrect information nullifies one aspect of an argument
Modified Formatting & Length	Up to 10% penalty	0	Formatting does not impact length or quality of the paper as a whole, length requirement not fulfilled	Formatting impacts paper by adding or subtracting length up to one quarter page	Formatting impacts paper by adding or subtracting length by almost half page	Formatting impacts paper by adding or subtracting more than one half of a page to the total length
Spelling/Grammar	Up to 10% penalty	0	Minor/occasional mistakes that could have easily gone unnoticed by spell-check or during the editing process	Frequent mistakes, or mistakes that do not impact the readability or ease of comprehension	Mistakes may lead to difficulty in readability or comprehension, but do not detract from major BTS or thesis	Mistakes show impact of spell check or review, make paper extremely difficult to read or lead to a misinterpretation in thesis
Off Topic Paper	Up to 10% penalty	0	Paper proves impact on something American, but the impact is either too broad, or too refined.	Paper infers impact, however impact is not cultural or not something significant to America	Paper only plausibly addresses the intent of the project. Impact is not specific, or is not on American Culture	Paper does not address the intent of the project, shows no effect and is not related to the topic

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