

## Appendix I: Sample Rubric for the Research Project

*The Civics Knowledge Research Paper rubric below reflects the basic criteria for assessing student learning in the project. You will need to modify it so that it reflects the specific research task provided to your students, including adding additional sections where needed. Research projects will be approved and evaluated by a process established by the local Seal of Civic Readiness Committee (SCRC). Research projects should earn holistic scores of Proficient or Advanced to receive credit towards the Seal of Civic Readiness. Students may revise and improve their research papers to meet the criteria for proficient and/or advanced.*

| Research Project Rubric                           | Advanced   | Proficient   | Developing   | Beginning  |
|---|--|--|--|--|
| <b>Presentation of Topic Under Investigation</b>  | <p>Research topic is aligned with the domain of civic knowledge.</p> <p>Author presents a compelling thesis that states the argument, question, or topic under examination. Thesis answers the prompt (as provided or developed by the student). The thesis/question/topic is a consistent focal point throughout the paper.</p>             | <p>Research topic is aligned with the domain of civic knowledge.</p> <p>Presents a persuasive thesis that states the argument, question, or topic under examination. Thesis answers the prompt.</p>  | <p>Research topic is aligned with the domain of civic knowledge.</p> <p>Presents a clear thesis that states the argument, question, or topic under examination. Thesis is related to the prompt.</p> | <p>Research topic is not aligned with the domain of civic knowledge.</p> <p>Presents a thesis that does not answer the prompt.</p>   |
| <b>Argumentation</b><br><i>(Where Applicable)</i> | <p>Constructs a plausible and compelling argument by integrating relevant evidence from sources.</p> <p>Introduces accurate, credible, and precise claims, distinguishing the claims from alternate or opposing claims.</p> <p>Identifies the strengths and limitations of both claims and counter-claims, refuting the counterargument.</p> | <p>Constructs a plausible and persuasive argument using relevant evidence from sources.</p> <p>Introduces credible and accurate claims of an event or issue, acknowledging and distinguishing the claims from at least one counterclaim.</p> | <p>Presents a plausible claim or argument using relevant evidence from sources.</p> <p>Introduces credible claims about a topic. May include minor inaccuracies.</p>                                 | <p>Student makes an implausible claim or argument using irrelevant and/or disconnected evidence from sources.</p> <p>Introduces claims about a topic or issue with inaccuracies.</p> |

| Research Project Rubric                         | Advanced  | Proficient   | Developing  | Beginning  |
|---|---|--|---|--|
| <b>Gathering, Using, Interpreting Sources</b>   | <p>Integrates relevant, compelling, credible, and varied evidence to analyze historical, current, and civic issues in support of the topic or argument.</p> <p>Cites complete and accurate source information for each piece of evidence.</p>   | <p>Integrates useful, credible, and varied evidence to analyze historical, current, and civic issues in support of the topic or argument.</p> <p>Cites accurate source information for each piece of evidence.</p>   | <p>Uses some useful and credible evidence to analyze historical, current, and civic issues in support of the topic or argument; some sources may not be relevant or may refute even refute the argument.</p> <p>Source information is cited for some evidence. Minor inaccuracies may exist.</p>  | <p>Evidence selected is not useful or credible and does not support the topic or argument.</p> <p>Limited evidence is cited. Major inaccuracies exist.</p>   |
| <b>Historical Background</b>                    | <p>Demonstrates thorough understanding of the issue/topic by providing many rich, varied, and relevant facts, examples, and details. Examples provide historically accurate context and background.</p>   | <p>Demonstrates comprehension of the issue/topic by providing many historically accurate and relevant facts, examples, and details.</p>  | <p>Demonstrates fair comprehension of the issue/topic using relevant facts, examples, and details. May include some minor inaccuracies, misunderstandings, or misapplications.</p>  | <p>Demonstrates poor comprehension of the issue/topic with few historically accurate or relevant facts, examples, or details.</p> <p>Includes inaccuracies, misunderstandings, or misapplications.</p>   |
| <b>Organization, Cohesion &amp; Conventions</b> | <p>Demonstrates a logical and clear plan of organization that supports the student's topic or argument; includes an introduction and a conclusion that support the argument presented.</p> <p>Maintains a fluent, cohesive style and appropriate tone in attendance to the domains of civic knowledge and skills.</p> <p>Relationships in the text are strengthened and clarified using accurate words, phrases, and varied syntax.</p> <p>Little to no grammatical errors are present.</p> | <p>Demonstrates a logical and clear plan of organization that supports the student's topic or argument; includes an introduction and a conclusion that support the argument presented.</p> <p>Maintains fluency, cohesion, and appropriate tone in attendance to the domains of civic knowledge and skills.</p> <p>Relationships in the text are clarified using accurate words and phrases. Few grammatical errors are present.</p> | <p>Demonstrates a general plan of organization; may lack focus; it may not be clear which aspect of the research project is being addressed. May lack an introduction and/or conclusion.</p> <p>Fluency, cohesion, and appropriate tone is uneven. Attendance to the domains of civic knowledge and skills, is uneven or unbalanced.</p> <p>Relationships in the text/aspects of the task are unclear at times. Use of accurate words and phrases is uneven.</p> <p>Grammatical errors are present.</p> | <p>Demonstrates a weakness in organization; lacks focus; aspects may be omitted or are disconnected from the topic or argument; lacks an introduction and/or a conclusion.</p> <p>Lacks fluency, cohesion, and appropriate tone to the task.</p> <p>Relationships in the text/aspects of the task are unclear or omitted. Use of accurate words and phrases is uneven or inappropriate for the issue under investigation.</p> <p>Grammatical errors are present.</p> |

