

Women of Worth – Research Essay Rubric

	Beginning: 2 points	Beginning: 4 points	Developing: 6 points	Proficient: 8 points	Distinguished: 10 points	Self- Evaluation	Teacher Evaluation
IDEAS (Points X 2) <ul style="list-style-type: none"> • Controlling idea • Supporting ideas • Use of details • Awareness of purpose • Sense of completeness 	The essay shows little or no focus and the ideas are unclear, irrelevant, or repetitive. The response is incomplete or too brief.	The essay is minimally focused, and the central idea is vague. The provided examples are general, and ideas are inadequately developed.	The essay is sufficiently focused on a plausible central idea. It contains some evidence to support the idea but may include ideas and examples that are as apt.	The essay is consistently focused on a reasonable central idea and contains ample ideas and examples for effective support of that idea.	The essay is fully focused on an insightful and interesting main idea. It contains a wealth and variety of evidence that convincingly supports the central idea.		
ORGANIZATION <ul style="list-style-type: none"> • Introduction/body/conclusion • Sequence of ideas • Grouping of ideas • Effective transitions • Awareness of purpose 	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The organization is generally appropriate, and the ideas are clearly sequenced but may be repetitive. Transitions are used	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization of ideas supports the writer’s focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.		
STYLE <ul style="list-style-type: none"> • Sentence variety • Word choice • Audience awareness • Personal voice 	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone of the essay enhance the purpose. Word choice is appropriate. Sentences are varied.	The writer utilizes carefully crafted sentences to create a sustained tone and a distinct voice. Word choice reflects an advanced vocabulary.		
CONVENTIONS <ul style="list-style-type: none"> • Sentence formation • Mechanics/usage • Adherence to MLA style • Punctuation, spelling, and capitalization 	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates full command of the conventions of written English language. No errors are evident.		
					Total Points:		

Women of Worth – Digital Artifact Rubric						
	Beginning: 3 points	Developing: 6 Points	Proficient: 8 points	Distinguished: 10 points	Self Evaluation	Teacher Evaluation
Topic/Content	Includes little essential information and one or two facts	Includes some essential information with few facts.	Includes essential information and 1-2 direct quotes from the novel. Includes enough elaboration to give readers an understanding of the novel.	Covers topic completely and in depth. Includes several direct quotes and complete information. Encourages readers to know more about the novel.		
Organization	The project shows little evidence of organization or sequencing. Transitions are not used.	The organization is generally appropriate, and the ideas are clearly sequenced but may be repetitive. Transitions are used	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization of ideas supports the focus of the project. Ideas are grouped in a logical manner. Effective and varied transitions are used.		
Technical Requirements	Many technical aspects of artifact malfunction. The length of the artifact or amount of multimedia elements (sound, pictures, etc.) is well below what is required.	Some technical aspect of artifact malfunction. The length of the artifact or amount of multimedia elements (sound, pictures, etc.) is below what is required.	Most technical aspects of artifact work properly, and it meets the amount of multimedia elements (sound, pictures, etc.) required.	Technical aspects of artifact work flawlessly, and it exceeds requirements in terms of length or multimedia elements (sound, pictures, etc.) required.		
Mechanics (written work)	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.		
Oral Presentation Skills (spoken work)	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.		
Total Points						

Research Essay Points	/ 50	
Digital Artifact Points	/ 50	Total Project Points = / 100

