

Final Research Paper Rubric (CHY4U1)



The framework for this rubric is based on the **Overall Expectations** as outlined in *The Ontario Curriculum: Grades 11 & 12, Canadian and World Studies (2015)*. Criteria weighting is based on the professional judgement of the Instructor.

Criteria/Expectation	Failure <50%	Level One 50-59%	Level Two 60-69%	Level Three 70-79%	Level Four 80-100%	Mark
<p>Essay Research</p> <p><i>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century</i></p>	<p>No evidence of research, essay incomplete.</p> <p>Little or no accurate or relevant information related to the topic or thesis of essay.</p>	<p>Little evidence of effective research.</p> <p>Inaccuracies and irrelevant information are far too common in the essay.</p>	<p>Some evidence of effective research.</p> <p>Several inaccuracies and information is often not relevant to the thesis of the story</p>	<p>Considerable evidence of effective research.</p> <p>Few inaccuracies and most information is clearly relevant to the thesis of the essay.</p>	<p>Overwhelming evidence of effective research.</p> <p>Highly accurate information that is clearly and effectively related to the essay.</p>	/35
<p>Spelling, Grammar, and Clarity of writing</p> <p><i>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century</i></p>	<p>Extremely poor spelling, grammar, and lack of clarity in writing.</p>	<p>Poor spelling, grammar, and lack of clarity in writing.</p>	<p>Some spelling, grammatical errors, writing had clarity.</p>	<p>Few spelling, grammatical errors, clearly written.</p>	<p>Little to no spelling, grammatical errors, very clearly written.</p>	/10
<p>Organization of Essay</p> <p><i>A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation.</i></p> <p><input type="checkbox"/> Student met with Mr. Tidridge about their paper</p>	<p>No evidence of any preplanning or organization.</p>	<p>Minimal evidence of preplanning or organization within the essay.</p>	<p>Some evidence of preplanning or organization within the essay.</p>	<p>Clear evidence of preplanning or organization within the essay.</p>	<p>Overwhelming evidence of pre-planning or organization within the essay.</p>	/10

<p>Analyzing your Research</p> <p><i>Overall Expectations in Strand B, C, D & E.</i></p>	<p>Below Expectations:</p> <p>Notes:</p>	<p>Minimal evidence student's Research Paper meets the criteria outlined in Level Three.</p> <p>Notes:</p>	<p>To some degree, student's Research Paper meets the criteria outlined in Level Three.</p> <p>Notes:</p>	<p><i>Analyses key aspects of social, economic, and political systems and structures in various regions of the world within our time period.</i></p> <p>AND/OR</p> <p><i>Analyses relations between different groups in various regions of the world within our time period and how various factors affected these relations.</i></p> <p>AND/OR</p> <p><i>Analyses, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies within our timeperiod.</i></p>	<p>To an exceptional degree, student's Research Paper meets the criteria outlined in Level Three.</p> <p>Notes:</p>	<p>/35</p>
<p>Information/Sources/Citations</p> <p>A1.9 use accepted forms of documentation</p>	<p>No citations given</p>	<p>Poorly formatted footnote citations (Chicago Style).</p>	<p>n/a</p>	<p>n/a</p>	<p>Properly formatted footnote citations (Chicago Style).</p>	<p>/5</p>
<p>Bibliography</p> <p>A1.9 use accepted forms of documentation</p>	<p>No bibliography included</p>	<p>Poorly formatted bibliography (Chicago Style).</p>	<p>n/a</p>	<p>n/a</p>	<p>Excellent bibliography, very comprehensive and properly formatted (Chicago Style).</p>	<p>/5</p>
<p>Total Mark</p>						