

Unit 8 Summative Assessment: Research

Scoring Elements	No Mastery	Partial Mastery	AM	Mastery	Exceptional
WS8: Incorporation of sources; MLA parenthetical citation	Attempts to gather information, but does not include multiple authoritative print and digital sources; not all sources are useful in answering the research question; incorrect MLA parenthetical citation format/plagiarism.	Gathers information from multiple authoritative print and digital sources, but not all sources are useful in answering the research question; partial information is integrated into the text cohesively, while other areas are detached; not all sources are cited in correct MLA parenthetical format.		Gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; each source is useful in answering the research question; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following standard MLA parenthetical format for citation.	Addresses all aspects of prompt appropriately with consistently strong use of multiple authoritative print and digital sources to establish a firmly clear and convincing position; parenthetical citations follow standard MLA format and are distributed throughout the piece to strengthen argument's credibility
WS7: Thesis and Understanding	Attempts to conduct research, but lacks a clear question of inquiry with no support to solve a problem; inquiry is either too broad or too vague to be well supported; does not demonstrate understanding of the subject under investigation.	Conducts research in order to establish a question of inquiry, but it is either not fully clear or not well supported; partial understanding of the subject under investigation is demonstrated.		Conducts short as well as more sustained research projects to answer a question of inquiry and solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.	Establishes and maintains a substantive and credible claim; develops ideas and reasoning fairly and thoroughly by solving the clear question of inquiry; demonstrates exceptional knowledge of the subject under investigation.
WS9: Evidence and Support	Attempts to reference reading materials to develop evidence for response, but lacks connections or relevance to the purpose of the question of inquiry.	Draws evidence from either literary or informational texts with minor lapses in accuracy or completeness.		Draws evidence from literary and informational texts to support analysis, reflection, and research.	Accurately and effectively presents important details from literary and informational texts to firmly and clearly support analysis, reflection, and research.
LS3a: MLA bibliographical citation; Grammar and usage	Attempts to provide bibliographical sources, but MLA format is incorrect or missing altogether. Writes without command of standard English grammar and usage, with errors distracting from purpose.	Presents bibliographical sources following guidelines in the MLA style manual, but some sources are cited incorrectly. Writes with partial command of standard English grammar and usage, with errors not distracting from purpose.		Writes and edits work so that it conforms to the guidelines in the MLA style manual (Bibliography) appropriate for the discipline and writing type. Writes with clarity and few grammatical errors.	Accurately writes and edits work following proper guidelines in the MLA style manual (Bibliography) for publication. Writes with clear control and command of standard English grammar and usage, enhancing the purpose of the piece.
WS10: Writes routinely; Purpose and Audience	Attempts to write routinely, but lacks organizational structure for ideas and purpose; does not reflect or revise; does not consider audience.	Writes routinely either over extended time frames or shorter time frames, but with minor lapses in structure for ideas and purpose; does not write consistently for audience appropriate to range of tasks.		Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt while writing routinely over both extended and shorter time frames; structure enhances development of the purpose for the appropriate audience.

*APPROACHING MASTERY HAS ELEMENTS OF BOTH PARTIAL MASTERY AND MASTERY