### AREA I – CONTENT / LITERATURE REVIEW

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Control</td>
<td>Some Control</td>
<td>Little Control</td>
</tr>
</tbody>
</table>

1. **Literature Review INTRODUCTION**
   - Intro with a thesis that previews arguments and takes an evaluative stand based on the team’s research question.

2. **Literature Review BODY**
   - Body sections begin with clear topic sentences (topic of paragraph + statement)
   - Pre-determined categories for body framework used: HO, CTP, CD, and YP used
   - Body sections are primarily written in student’s words with more commentary and/or analysis than quotes or paraphrasing. BLOCK quotes, if used at all, used sparingly.
   - Analysis and/or commentary is tied to thesis and topic sentence
   - Quotes and paraphrased material are used purposefully:
     - to illustrate or explain an opinion or idea
     - to assert a fact
     - to provide authority for an assertion made
     - to provide a focal point
     - to show many opinions
   - Uses a variety of quote integration strategies and structures:
     - Use a complete sentence lead-in. Follow with a colon and two spaces before the quotation.
     - Use an indirect statement with "that."
     - Use an introductory phrase or clause.
     - Split the quotation and intersperse with own words.
     - Use the author’s name and/or his authority to introduce quotations from sources.

3. **Literature Review CONCLUSION**
   - Synthesizes research presented in a coherent manner and draws “conclusions” that are more than a mere regurgitation of thesis and main points/topic sentences from body

4. **Literature Review HOLISTIC**
   - Student demonstrates breadth and depth of knowledge on the topic in which they’ve carefully selected and pieced together a MEANINGFUL, COHERENT REVIEW
   - Student has created, overall, a comprehensive overview of current research, trends, concepts, themes, and controversies/debates related to topic and research question?

### AREA II – CONTENT / MATERIALS AND METHODS

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Control</td>
<td>Some Control</td>
<td>Little Control</td>
</tr>
</tbody>
</table>

3. **Materials/Methods**
   - Clearly outlines in paragraph format the project design in the investigation Type handout
   - Clearly describes methods to be used in detail with materials integrated into methods
   - Clearly describes how project data will be measured including unit and in experimental projects how independent variables will be changed by researcher
   - Documents manufacturer and model and/or catalog number of all equipment and materials to be used
   - Clearly outlines how data will be analyzed statistically and/or graphically
   - One could read the paper then recreate the investigation and obtain similar results

### AREA III – MECHANICS/CONVENTIONS/FORMATTING

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Control</td>
<td>Some Control</td>
<td>Little Control</td>
</tr>
</tbody>
</table>

1. **Basic APA Format**
   - Includes title page with a “header” and “running head”
   - Title is more than a mere statement of topic
   - Page numbering and “running head” are consistent and in the top right header section of paper
   - Successful use of APA style parenthetical OR in text citation.
     - Citations occur directly after fact, quote, etc.
     - Citations are easily matched with entries on reference page

2. **Reference Page**
   - Includes a properly formatted “Reference” page as LAST PAGE of document on a separate page, alphabetized, double spaced, use of hanging indentation, “lastname, first”
     - There are NO ANNOTATIONS or numbering schemes present
     - Shortened ‘retrieved from’ web addresses are used
     - Hyperlinks have been removed from web addresses
     - Only sources used in review are cited in reference page.
   - Includes breadth and depth of resources with a minimum proficiency of 4-6 sources

3. **Tone/Voice**
   - Demonstrates a clear understanding of task and audience, using a formal, academic voice
   - Maintains proper scientific "skepticism" in word choice (suggests, implies, indicates, etc.)
     - Is careful not to conclude too much based on evidence at hand

4. **Grammar and Mechanics**
   - Demonstrates evidence of editing and command of conventions and mechanics
   - Consistently follows the rules of standard English for usage, spelling of commonly used words, capitalization, and punctuation

<table>
<thead>
<tr>
<th>AREA</th>
<th>Score out of 10</th>
<th>Weight</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>50%</td>
<td>50%</td>
<td>/500</td>
</tr>
<tr>
<td>II</td>
<td>25%</td>
<td>25%</td>
<td>/250</td>
</tr>
<tr>
<td>III</td>
<td>25%</td>
<td>25%</td>
<td>/250</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/100</td>
</tr>
</tbody>
</table>