

Petaluma Junior High School

Academic Writing Handbook

A manual for guidelines on research and writing in all subjects



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Petaluma Junior High School

Academic Writing Handbook

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Homer Price
4th Adams
September 5, 2004

○
Title on Top Line

←
SKIP ONE LINE

Begin writing on this line.

○
PROPER SCHOOL HEADING
AND FORMATTING OF
PAPERS FOR ALL CLASSES

← DO NOT WRITE IN THE
MARGINS. →

Leave a one-inch margin on
both sides and a blank line
at the bottom.
↓

STANDARD EDITING AND CORRECTION SYMBOLS

Following are some of the most commonly used editing and correction symbols and remarks used in an academic setting. Check with your teacher for any additions or differences.

agr.	agreement problem	awk	awkward expression
==	check capitalization	frag	sentence fragment
inc	incomplete	p	punctuation
^	insert (word/s left out)	R/O	run-on sentence
¶	begin paragraph	//	parallel
ss	sentence structure	c/s	comma/splice: 2
sj	sentences joined		
sp	spelling		
X	delete		

TYPES OF ESSAYS

Narrative: tells a story from the point of view of a narrator (can be written in either 1st or 3rd person)

Autobiographical incident: tells a story about an event in the author's life

Observation: explains a set of observations made by the author on a given topic

Persuasion: convinces the audience of a particular belief or conviction

Literary response/analysis: expresses and supports a belief about literary elements

Literary review: evaluates the content and quality of a work of literature

Organization of an essay: An expository essay presents an idea and develops it with supporting details.

1. An introductory paragraph presents the topic and states the writer's thesis.
2. Body paragraphs develop the thesis by providing specific evidence in a logical and comprehensive manner. Use transition words, and repetition to connect the body.
3. A concluding paragraph restates the thesis and broadens/concludes the concept.

MANUSCRIPT FORM

When you are typing a paper, there is a generally accepted manuscript form that you should follow. Pay attention to format, spacing and pagination.

Margins should be 1 to 1 1/2 inches on all sides of the text. The top margin on the first page should be 2 to 3 inches.

The title should be centered. It should not be underlined or all in caps. Only articles and prepositions are not capitalized. If you wish, you may make it slightly larger or bold face.

Each new paragraph should be indented about 1/2 inch.

All text should be double-spaced. If you are including an especially long quotation (60 words or more; 4 lines or more) you should indent another 1/4 inch and single space. The font should be medium sized (12 point) and relatively simple. New Roman and Times are the current standard.

All pages after the first page should be numbered consecutively in the upper right hand corner. Do not number the first page.

Always type each new page on a separate sheet of paper. Do not use the back.

If you make typographical errors or misspellings and cannot return to your computer, you may use "white out" and make the correction in longhand in ink, using a caret (^) or other editing marks.

TIPS ON DOING RESEARCH

Seven Basic Steps

1. Define your task.
 - What do you need to know?
 - What will it look like in its final form?
2. Brainstorm all possible sources of information.
 - Check the library for books, magazines, newspapers, and encyclopedias.
 - Check the internet.
 - Select the best sources.
3. Go get the resources.
4. Read (listen, view), take notes, and create a pre-write.
5. Create the final presentation.
 - Organize your notes.
 - Put your results together in a coherent fashion.
6. How did you do?
 - How did the research itself go?
 - Did the final product meet expectations?
 - You might have to go back to previous steps at anytime during this process.
7. Credit where credit is due
 - Always give proper credit for any material, print or electronic, used in your research. If you quote an author word-for-word, you must use quotation marks and cite the source.

WRITING AND EDITING TERMS

which your teacher might use when reading your papers

Annotation -- a remark, note or comment intended to illustrate or explain.

Awkwardness -- a catch-all term which usually means the writing is difficult to understand.

Coherence -- the clear connection between ideas, between paragraphs, between sentences. Coherence between paragraphs is often referred to as transition; coherence within paragraphs is often referred to as continuity. A logical sequence of ideas, purposeful repetition of key words, use of transitional words or expressions, and a suitable pace for the topic or audience help aid coherence. Lack of coherence is usually the result of a weak thesis, the absence of topic sentences, or unwarranted writer assumptions of logical relationships between ideas.

Concluding Sentence – the last sentence in a paragraph, sometimes the sentence is simply a summary of the information given in the topic and detail sentences, other times, the concluding sentence is both a summary and a thought the author came to as a result of thinking about the information given in the paragraph.

Conclusion -- the final paragraph in an essay, which re-states the information in both the introduction and the body, then, adds a concluding thought.

Development -- the specific details, examples, illustrations, evidence, incidents and explanations which support, clarify, or expand the purpose, thesis, or topic sentence.

Diction -- word choice. Problems with diction are usually the result of incorrect use, incorrect form, inaccurate word choice for context, inappropriate tone, vagueness, trendiness or triteness.

Organization -- the order of the major sections of any piece of writing. It can be chronological, spatial, categorical, logical, emphatic, enumerative or any combination of methods. Organization generally refers to arrangement of the body of the essay. The decision on the structure or form of the essay should be dictated by the content.

Syntax -- the arrangement of words within a sentence. It can include sentence length, arrangement of sentence parts (subject/verb/object, dependent/main clauses, modifiers/antecedents, order of emphasis, or parallel structure), sentence types (declarative, interrogative, compound, complex), or sentence rhythms.

Thesis -- the concise, comprehensive statement of the author's purpose, which orients the reader and focuses or holds together the details which follow.

Tone -- the attitude or feeling of the author toward the subject matter, the intended reader, or him or herself. Tone is reflected in word choice, selection of details, emphasis, syntax, and commentary. Some typical tones are serious, humorous, satiric, academic (pompous), sincere, sentimental, whimsical, bitter, and personal.

Topic Sentence -- the opening sentence of each paragraph which indicates the direction the paragraph will take. The topic sentences of second and subsequent paragraphs also provide transition.

Unity -- the underlying purpose of the writing is supported by every element of the writing. Unity gives focus, clarity and direction.

Writing Process – the process for creating an essay begins with a pre-write or a brainstorm, moves to an outline of the essay, then a rough draft is created and edited, and a final draft is the result of this process.

GUIDE FOR WORKS CITED

Below is a guide for listing different information sources in your list of Works Cited. The List of Works Cited appears at the end of the paper. Items are alphabetized by author. If no author is given, alphabetize by title, ignoring "a," "an," or "the" as the first word. Use a five-space indentation for all lines after the first line of an entry.

BOOKS

- One Author Dean, Leonard. Perspectives. New York: Harcourt, 1954.
- Two Authors Bryant, Donald C., and Earl R. Wallace. Oral Communication.
New York: Appleton, 1948.
- More Than Two Authors Pollack, Thomas C. et al. Explorations. New York: Prentice Hall, 1956.

ENCYCLOPEDIA ARTICLES

- Signed Sapir, Edward. "Communication." Encyclopedia of the Social Sciences.
New York: Macmillan, 1930.
- Unsigned "Ping Pong." Encyclopedia Americana. 1958 ed.

MAGAZINES AND NEWSPAPERS

- Magazine Article Taves, Isabella. "Lady in a Jet." Readers Digest August 1955: 68-71.
- Newspaper Article "Computer Earnings Peak Out." Wall Street Journal 25 Nov. 1982, sec.1:5.

INTERVIEWS

- Interview in Person Miller, Susan. Personal Interview. 25 July 1985.

RECORDINGS

- Film Recording It's a Wonderful Life. Dir. Frank Capra. RKO, 1946.
- Sound Recording Holiday, Billie. The Essence of Billie Holliday. Columbia, 1991.
- Video Recording "Creation vs. Evolution." Videocassette. Director, Ryall Wilson. PBS
Video, 1982. 58 min

GUIDE FOR WORKS CITED

continued

Citing Internet Sources

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Electronic Mail (Email)

Structure: Author. Subject line. Description. Date of sending.

Examples:

Jones, Tom. "Nile River Research Project Results." Email to Maya Chang. September 25, 2006.

Taylor, Barry. "Hubble Space Telescope". Email to Adriana Gomez. January 23, 1997.

World Wide Web

Structure: Author (if one is given). Title of site. Date of latest update. Name of organization. Date you accessed the site. Address.

Examples:

Guide to Harry Potter. June 2005. Harry Potter Fan Club. November 17, 2006. <www.harrypotter.org>

Sandoval, Jorge. Soccer Guide. 2003. November 17, 2006. <www.soccerfan.com>

Note Taking Guide

The purpose of taking notes is to write down, in your own words, the pieces of information that you read which are important for your assignment. You do not want to write down, print out or photocopy every piece of information that you find. Instead, you look for the main ideas that you need for your assignment. Skim, scan, and use the book's sections, headings and index to find the information that you need.

Some students like to use index cards and some prefer notebook paper for writing their notes. As you write your notes, change what the author has written into your own words in language that you understand. This also avoids plagiarism, or stealing someone's work.

Don't worry about grammar, but instead just "talk like Tarzan" to get the main points down ("Me Tarzan, you Jane.") Of course, you may decide to use an exact quotation in which case you will need every word. Record all the information you will need for the works cited page, such as author, title, and publisher, at the same time you take your notes. Make sure each page or card shows what source your notes are from. Once you are done with your notes, you are ready to prepare an outline for your report.

How to take slug notes

List the Source: World Book, SRC, Book title etc.

List the Topic or Category: The part of the project you are taking notes on

Write down details, facts, examples, and quotes

Example

Source: World Book

Topic/Category: Difference Between Rap and Hip Hop

Hip-hop music usually has more melody

Hip-hop = "looting, rapping, disc jockeying, break dancing and graffiti"

words used the same, but hip-hop includes more than music and rap is just music

Proofreading Checklist

No					Yes
Not Evident	0	1	2	3	Very Evident
	<u>0</u>	1	2	3	4
	Fix-up				

- 0 1 2 3 4 1. Do the sentences make **sense**?

- 0 1 2 3 4 2. Are **capital letters** used correctly?

- 0 1 2 3 4 3. Are **punctuation marks** used correctly?

- 0 1 2 3 4 4. Are the words **spelled** correctly?

- 0 1 2 3 4 5. Are the paragraphs **indented**?

- 0 1 2 3 4 6. **Is the** handwriting/typing **neat and legible**?

Nine Steps for Writing an Elaborated Paragraph or Essay

1. Get your topic.
2. Brainstorm 8-10 ideas about your topic.
3. Pick the 3 strongest ideas from your brainstorm list, and decide what order you want to use them in.
4. Copy your 3 ideas onto the “reason” lines of your think sheet.
5. Fill out the “explain” and “explain more” lines, asking yourself the questions “What do I mean by that?” and “When was a specific time that happened?”
6. Decide on linking words and a conclusion.
7. Write your rough draft, using the think sheet as your outline.
8. Edit your rough draft. Be sure to use the rubric!
9. Write your final draft. Make sure it’s in ink or typed!

Elaborated Paragraph Rubric

Paragraph Topic: _____

No, Not Evident		Yes, Very Evident	
0 1 2	3	4	
Fix Up			

- 0 1 2 3 4 1. Did the author include the paragraph’s topic in the first sentence?
- 0 1 2 3 4 2. Did the author include at least three strong, logical reasons, facts, or details that supported the topic?
- 0 1 2 3 4 3. Did the author connect his/her ideas with linking words?
- 0 1 2 3 4 4. Did the author provide a strong, logical explanation for each of his/her reasons, facts, or details?
- 0 1 2 3 4 5. Is there a concluding sentence that ties up the final thoughts on the paragraph?
- 0 1 2 3 4 6. Is the paragraph easy to understand?
- 0 1 2 3 4 7. Did the author correctly spell words?
- 0 1 2 3 4 8. Did the author use correct capitalization, capitalizing the first word in each sentence and proper name s of people, places and things?
- 0 1 2 3 4 9. Did the author use correct punctuation including a period at the end of each sentence?

Standard Essay Rubric

Essay Topic: _____

No, Not Evident 0 1 2 <u> </u> Fix Up	3	Yes, Very Evident 4
--	---	---------------------------

INTRODUCTION

- 0 1 2 3 4 1. Did the author include the essay's topic in the introduction?
- 0 1 2 3 4 2. Does the introduction tell the author's major points?
- 0 1 2 3 4 3. Does the introduction interest you in reading the essay?

BODY

- 0 1 2 3 4 4. Does the body include at least three major points that support the author's position?
- 0 1 2 3 4 5. Does the author elaborate on and explain each of the major points?
- 0 1 2 3 4 6. Are the paragraphs well-organized and easy to understand?
- 0 1 2 3 4 7. Are linking words used to connect the paragraphs?

CONCLUSION

- 0 1 2 3 4 8. Does the conclusion restate the author's position and topic?
- 0 1 2 3 4 9. Does the essay have a definite conclusion?

WRITTEN MECHANICS

- 0 1 2 3 4 10. Did the author correctly spell words?
- 0 1 2 3 4 11. Did the author use correct capitalization?
- 0 1 2 3 4 12. Did the author use correct punctuation?

Linking Word Reference Sheet

Use these words at the beginnings of either sentences or paragraphs to help make your writing powerful and to flow more smoothly.

1. first – second- third
2. first – then – finally
3. first – next – last
4. at first – then- after
5. first of all – secondly – finally
6. in the first place – after that – later on
7. in the first place – after that – in addition
8. first of all – equally important – finally
9. first of all – besides – in addition
10. to begin – then – finally
11. to begin with – besides – in addition
12. to begin – then – finally
13. one – another – last
14. one – another – finally
15. one reason – also – last
16. one reason – second – third
17. one reason – another reason – in summary
18. one reason is that – another reason is that – finally
19. one important – another important – the most important
20. one important – another important – last
21. one example – another example - finally

Persuasive Essay Rubric

No		Yes	
Not Evident			Very Evident
0	1	2	3
			4
Fix-up			

INTRODUCTION

- 0 1 2 3 4 1. Does the introduction state the author’s opinion?
- 0 1 2 3 4 2. Does the introduction state the author’s major reason(s) for his/her opinion?
- 0 1 2 3 4 3. Does the introduction capture the reader’s interest?

BODY

- 0 1 2 3 4 4. Does each paragraph have a topic sentence that supports the author’s opinion?
- 0 1 2 3 4 5. Do the remaining sentences in each paragraph present facts and examples to support the topic sentence?
- 0 1 2 3 4 6. Has the author considered arguments on the other side of the issue?
- 0 1 2 3 4 7. Does the author use linking words in their transitions?
- 0 1 2 3 4 8. Is there a concluding sentence for each paragraph?

CONCLUSION

- 0 1 2 3 4 9. Does the author restate his/her opinion?
- 0 1 2 3 4 10. Does the author summarize his/her reasons for their opinion?
- 0 1 2 3 4 11. Does the conclusion give thoughts for the future or make recommendations for further action?

Summary Rubric

	No			Yes
	Not Evident			Very Evident
	0	1	2	3
	<u> </u>			4
	Fix-up			

- 0 1 2 3 4 1. Does the summary state the main idea of the material?
- 0 1 2 3 4 2. Does the summary only contain important details?
- 0 1 2 3 4 3. Are ideas combined when possible?
- 0 1 2 3 4 4. Is the summary written in the author's own words/paraphrased?
- 0 1 2 3 4 5. Is the summary brief (approximately one-fourth of the original text)?

Writing That Gives Directions/Instructions

	No			Yes
	Not Evident			Very Evident
	0	1	2	3
	<u> </u>			4
	Fix-up			

- 0 1 2 3 4 1. Does the first paragraph introduce or describe what is to be done?
- 0 1 2 3 4 2. Does the writer tell you the materials that will be needed to complete the task?
- 0 1 2 3 4 3. Does the writer tell how to complete the task, step by step?
- 0 1 2 3 4 4. Are the directions written in sequential order (the order you would do the task)?
- 0 1 2 3 4 5. Does the writer include all of the steps or directions?
- 0 1 2 3 4 6. Does the writer use sequencing words such as "next" and "then"?
- 0 1 2 3 4 7. Could the reader follow the directions?

Autobiographical Incident/Short Story

No	Yes
<i>Not Evident</i>	<i>Very Evident</i>
0 1 2 3	4
Fix-up	

Setting

- 0 1 2 3 4 1. Did the author include details about the setting(s) (time, place, culture)?
- 0 1 2 3 4 2. Did the author use descriptive words to show the setting?

CHARACTERS

- 0 1 2 3 4 3. Did the author include details about the actions, reputation, language, and appearance of the important characters?
- 0 1 2 3 4 4. Did the author include dialogue in the story?

CONFLICT/PROBLEM

0 1 2 3 4 5. Does the main character (or characters) have a problem or conflict?

0 1 2 3 4 6. Does the story tell how the character(s) tried to solve the problem or resolve the conflict?

PLOT/EVENTS

0 1 2 3 4 7. Does the beginning capture the reader’s attention by presenting the conflict and describing the setting?

0 1 2 3 4 8. Does the middle of the story show the rising action and suspense?

0 1 2 3 4 9. Is there a climax toward the end of the story?

0 1 2 3 4 10. Do the events lead to a resolution of the conflict (problem)?

0 1 2 3 4 11. Is the plot captivating?

Business Letter Rubric

	No		Yes
Not Evident			Very Evident
	0	1	2
	3	4	
	Fix- up		

HEADING

0 1 2 3 4 1. Does it include the author’s complete address?

0 1 2 3 4 2. Does it include a complete date with the month written in letters? (ex. January 1, 2005 not 1/1/05)

INSIDE ADDRESS

0 1 2 3 4 3. Does the inside address include the name of the company?

GREETING

0 1 2 3 4 4. Does the letter have an appropriate greeting?

BODY

0 1 2 3 4 5. Does the letter say exactly what the author wants?

0 1 2 3 4 6. Does the body include specific information?

0 1 2 3 4 7. Is the body of the letter easy to understand?

0 1 2 3 4 8. Did the author choose words which give the letter business like tone ?

CLOSING

0 1 2 3 4 9. Does the letter have an appropriate closing?

0 1 2 3 4 10. Did the author sign his/her full name?

0 1 2 3 4 11. Did the author print or type his/her full name under the signature?

Current Event Rubric

Many teachers, in all departments, give current event assignments. Below is a rubric for *most* current event assignments. Check with your teacher for exact specifications of any current event assignment.

SUMMARY

- Is the event clearly and briefly summarized, so that the reader learns the important information from the article?
- Does the summary focus on the main topic of the article and leave out unnecessary details?
- Is the summary written in the student's own words?

QUALITY OF WRITING

- Are complete sentences used?
- Is the grammar and spelling correct?

WHO, WHAT, WHERE AND WHY

- Are the important people WHO are in the article featured in the student's writing?
- Are the main points of WHAT happened included in the student's writing?
- Is the location of WHERE the event took place described in the student's writing?
- Did the student tell WHY the event happened?

SOURCE CITATION

- Did you cite the source of the article?
- Example: Smith, Jim. "Evil Empire Crumbles." The Los Angeles Times. 12 Dec. 1982. A6.



Paragraph Think Sheet

Topic: _____

(Linking word) _____ + (Reason) _____

Explain _____

Explain more _____

(Linking word) _____ + (Reason) _____

Explain _____

Explain more _____

(Linking word) _____ + (Reason) _____

Explain _____

Explain more _____

Conclusion (restated topic): _____

Three reasons: _____

Essay Think Sheet--Basic Structure

Introduction	Body Paragraph A	Body Paragraph B	Body Paragraph C	Conclusion
Topic:	Linking Word:	Linking Word:	Linking Word:	____ Summarize
	Major Point A:	Major Point B:	Major Point C:	
	Reason#1	Reason#1	Reason#1	
Plan: (Major Points)				
A.	Explain-	Explain-	Explain-	Explain:
	Explain More-	Explain More-	Explain More-	
B.				
	Reason #2	Reason #2	Reason #2	
C.	Explain-	Explain-	Explain-	
				Lesson learned:
	Explain More-	Explain More-	Explain More-	
(Additional points and paragraphs can be added.)				
	Reason #3	Reason #3	Reason #3	
	Explain-	Explain-	Explain-	
				Title:

Essay Think Sheet--Bells and Whistles

Introduction	Body Paragraph A	Body Paragraph B	Body Paragraph C	Conclusion
Hook:	Linking Word:	Linking Word:	Linking Word:	____ Convince
	Major Point A:	Major Point B:	Major Point C:	
Explanation/description of topic:				____ Summarize
	Reason #1	Reason #1	Reason #1	____ Call to action
	Explain-	Explain-	Explain-	Explain:
	Explain More-	Explain More-	Explain More-	
Title & Author:				
	Reason # 2	Reason # 2	Reason # 2	
Thesis:	Explain-	Explain-	Explain-	Lesson learned:
	Explain More-	Explain More-	Explain More-	
A:				
B:				
C:	Reason # 3	Reason # 3	Reason # 3	
(Additional points and paragraphs can be added.)				
	Explain-	Explain-	Explain-	Title:
	Explain More-	Explain More-	Explain More-	

Physical Education Written Standards

All written work must contain the following to obtain full credit:

1. content accuracy
2. organization
3. creativity (if applicable)
4. complete sentences and thoughts
5. correct grammar, punctuation and spelling
6. neat and legible
7. appropriate length for specific assignment (as specified by teacher)
8. address the prompt or instructions to the fullest capacity
9. turned in on or before due date.

Math Homework Rubric

1. Did the student use the correct heading?

- 2. Did the student use a pencil?
- 3. Did the student include the correct page number?
- 4. Did the student copy each problem correctly?
- 5. Did the student write legibly?
- 6. Did the student show the steps for each solution?
- 7. Did the student keep the equals signs lined up, in a vertical format?
- 8. Did the student skip a line between each problem?
- 9. Did the student answer the question, and check the answer?

examples

$$\begin{array}{r}
 5. \quad 6(x-5)=2(1-x) \\
 6x-30=2-2x \\
 \underline{+2x} \qquad \underline{+2x} \\
 8x-30=2 \\
 \underline{+30} \quad \underline{+30} \\
 8x=32 \\
 \underline{8} \quad \underline{8} \\
 x=4
 \end{array}$$

$$\begin{array}{r}
 23. \text{ Jack: } 2b + 5 = 21 \\
 \text{Susie: } 2b = 16 \\
 \text{Bobby: } b = \underline{8} \\
 \text{Total: } 45 = 45
 \end{array}$$

$$\begin{array}{r}
 5b + 5 = 45 \\
 \underline{-5} \quad \underline{-5} \\
 5b = 40 \\
 \underline{5} \quad \underline{5} \\
 b = 8
 \end{array}$$

Standards for Written Work

0: Work is not acceptable.

A "0" paper has many of the following problems.

- The paper is messy, torn, or dirty.
- The lab is missing major parts, data, analysis or conclusion.
- It is not clear if the student has any idea of what happened in the lab.
- There are major problems with following the procedure, inaccurate data, or clearly incorrect calculations.
- Many or most numbers with incorrect or missing units.
- The vocabulary is either not used or not used correctly.
- The conclusion is not written in full sentences or full ideas.
- The conclusion does not make sense.

1: Work is barely acceptable.

To qualify for a "1," the paper must have the following:

- The paper is legible.
- The data, analysis and conclusion must be present.

Several of the following problems are present in the paper:

- Problems with the experiment, data, calculations or graphs.
- Numbers are missing units, or the units are misused.
- There must be at least some of the conclusion questions addressed.
- The vocabulary is either not used or not used correctly.
- The conclusion is not written in full sentences or full ideas.
- It is not clear that the student understood what happened in the lab.
- The conclusion does not make sense.

Standards for Written Work

2: Average work, minimum requirements fulfilled.

To qualify for a “2,” the paper must have the following:

- The paper is legible, but not entirely neat.
- All the parts of the lab are included.
- The lab papers are put in the correct order.
- It appears that the student understands most of what happened in the lab.

One or more of the following problems are present in the paper:

- Minor problems with the experiment, data, calculations or graphs.
- Some of the numbers are missing units, or the units are misused.
- Most of the conclusion questions are addressed correctly.
- The conclusion is not written in full sentences or full ideas.
- The conclusion is explained in a way that would make no sense to someone not in the class, but would make sense to someone who knew what the lab was about.

3: Above average work, exceeds some of the minimum requirements.

- The paper presents a clean appearance, is neat, legible and orderly.
- All the parts of the lab are included.
- The lab papers are put in the correct order.
- It appears that the student understands what happened in the lab.

- The experiment is performed well.
- The data, analysis and any graphs are done fairly well with only minor mistakes.
- Few, if any, numbers are missing correct units.

- The conclusion addresses all the questions.
- The conclusion is written in full sentences and full ideas.
- The conclusion uses most of the appropriate vocabulary, but some may be missing or misused.
- The conclusion is explained in a way that would make some sense to someone not in the class!

Standards for Written Work

4: Excellent work, all requirements exceeded.

- The paper presents a clean appearance, is neat, legible and orderly.
- All the parts of the lab are included.
- The lab papers are put in the correct order.
- It is clear that the student fully understands all the concepts in the lab.

- The experiment is performed accurately.
- All the data is gathered accurately.
- All calculations are done correctly.
- Any graphs are labels and drawn properly.
- The correct units are included on all numbers.

- The conclusion addresses all the prompting questions.
- The conclusion is written in full sentences and full ideas.
- The conclusion is explained correctly using appropriate vocabulary.
- The conclusion is clearly explained in a way that would make sense to someone not in the class!

Summary of Scientific Text or Current Event

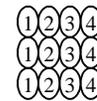
- Begin with stating the main idea of the reading.
- Only important details are included.
- Student uses complete sentences.
- Common ideas are

-- Summary --

A	B	C	D	Begin with stating the main idea.
A	B	C	D	Only important details included.
A	B	C	D	All the important details included.
A	B	C	D	Common ideas are grouped together.
A	B	C	D	Student uses own words.
A	B	C	D	Complete sentences.

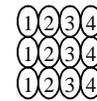
Lab Report

Parts and Order:



Correct heading
Directions, Observations, Analysis, Conclusion
All in the correct order.

Appearance:



Clean, neat, legible and orderly.
Done on binder paper.
Paper is not torn, folded or wrinkled.

Science:



All the data is gathered accurately.
All calculations are done correctly.
Any graphs are labeled and drawn properly.
The correct units are on all numbers.

Conclusion:



All the questions are answered.
Rephrasing of the question.
Full sentences and full ideas.
Vocabulary used correctly.
The lab clearly explained.

Standard Social Studies Rubric

Project Name _____

Due _____

Total Points Possible _____

	Exceptional (4)	Admirable (3)	Acceptable (2)	Amateur (1)	Points Awarded
Organization (20%) Points Possible _____	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another.	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow.	Somewhat organized; ideas were not always presented coherently and transitions not always smooth.	Confusing, ideas are stated randomly with little structure. Off topic.	
Content Accuracy (40%) Points Possible _____	Completely accurate; all facts were precise and explicit.	Mostly accurate; a few inconsistencies or errors in information.	Mostly accurate facts; more than a few inconsistencies or errors in information.	Inaccurate facts; the information was misleading.	
Creativity (20%) Points Possible _____	Extremely clever and presented with originality; a unique approach that truly enhanced the project.	Clever at times; thoughtfully and uniquely presented.	Added a few original touches to enhance the project but did not incorporate it throughout.	Little creative energy used during this project; was bland and predictable and lacked “zip”.	
Presentation and Neatness (10%) Points Possible _____	Engaging, provocative and captured interest of the audience; great variety of colorful and clear visuals. All work exceptionally neat in ink or typed.	Audience was interested in presentation and some colorful and clear visuals were used. Work is carefully done in ink or typed.	At times interesting and presented clearly; limited variety of visuals that were not colorful or clear. Some neatness errors.	Was not interesting or easy to follow. Not in ink or typed and/or not neat. No visuals were used.	
Mechanics (grammar, punctuation, spelling and paragraphing) (10%) Points Possible _____	No errors in grammar, punctuation and spelling. Clear paragraphing of ideas. Outstanding topic sentences and good explanation of ideas.	Few and minor errors in mechanics. Very good topic sentences and examples.	Several errors in mechanics, but does not interfere with readability. Paragraphs are short and could be more fully developed.	Sentence structure is disorganized, difficult to read. Profuse spelling and/or punctuation errors. Paragraphs are unclear.	

Your Total Score _____

Group Participation Points Possible _____	Performed assigned job exceptionally well and aided other group members	Performed assigned job well and participated positively in the group.	Performed assigned job as required and had no negative effects on the group.	Did not perform assigned job and/or had a negative effect on the group.	
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Credits and Acknowledgements

The staff of Petaluma Junior High School would like to thank the following individuals and organizations for their help in compiling this guide.

- Dr. Anita Archer of Portland, Oregon
- Classroom Connect.com
- The Petaluma High School English Department
- The Santa Rosa Junior College English Department

This manual was compiled and edited by Mr. Jon Day, with the generous help of Ms. Korren Holmes, Mr. Tomas Lang, and Mrs. Karen Andresen. I give many thanks to you, and anyone whom I forgot to mention, for your contributions. This would not have been possible without you.

--JDay

