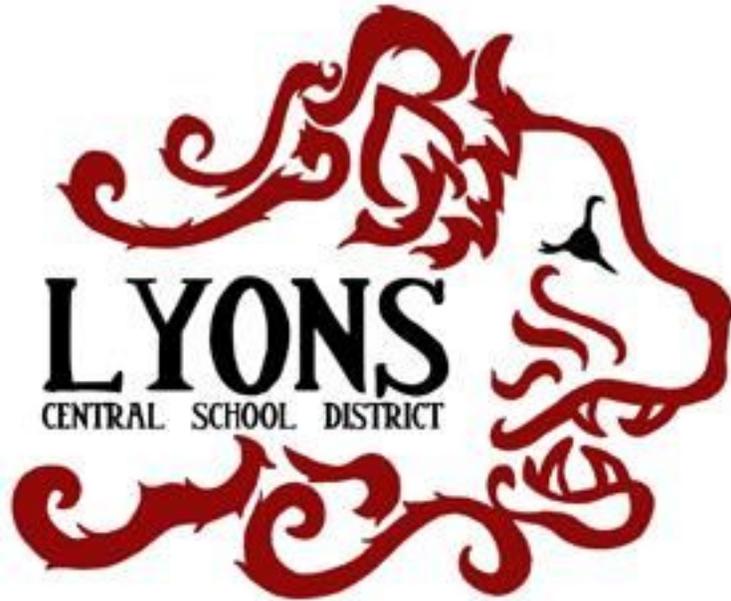


# Senior Benchmark Project



*Excellence in Education*  
*Lyons Central School District*  
FALL 2018

**Benchmark Advisors**  
**Ms. Bellinger**  
**Mrs. Sandroni**

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## Introduction

**Congratulations. You are in the final stages of your high school career! This packet contains everything you will need to successfully complete the Senior Benchmark Project that is a requirement for graduation. Many thanks to the Lyons Board of Education, administration, teachers, staff, community members, and parents for their support of the Senior Benchmark Project.**

**The Senior Benchmark Project is comprised of:  
Completion of research paper  
Completion of a product**

**You MUST receive a passing grade (at least a 65) on each part (Research Paper and Product) in order to fulfill the Lyons Central School District graduation requirement for the Senior Benchmark Project.**



**"Perseverance: secret of all triumphs."  
Victor Hugo**

## Benchmark Timeline Fall 2018

Topic/Thesis/Road Map	Due: by 09/21/18
Interview Plan: Questions, Answers, Notes, and Thank You	Due: by 10/12/18
Notes & Citations from <b>5</b> sources + Conference w/ Librarian	Due: by 10/19/18
Research Paper Outline w/ Works Cited	Due: by 10/26/18
<b>Research Paper Rough Draft (Returned by 11/19/18) (hand in - Senior homeroom)</b>	<b>Due: by 11/06/18 - 8AM</b>
Product Proposal	Due: by 11/13/18
First Edition/Progress Check-in of Product	Due: by 11/27/18
<b>Final Paper with Corrections (Hand in rough draft &amp; final copy checklist too) (hand in - Senior homeroom)</b>	<b>Due: by 11/30/18 8AM</b>
<b>Final Product</b>	<b>Due: by 12/04/18</b>

**All assignments are due to be signed off by Ms. Bellinger or Mrs. Sandroni by 3:15 PM on or before the due date (unless it is a Friday due date in which it is due by 2:35 PM) with the exception of the rough draft and final copy (see above).**

**\*\*\*Keep in mind the Benchmark policies listed on the next page of this packet. You can complete assignments early instead of waiting until the day something is due.\*\*\***

## BENCHMARK POLICIES

*As you move through the Benchmark process, please keep in mind the following policies:*

- In order to graduate you must complete and pass each part of the Benchmark Project with a 65 or better (Research Paper and Product). Failure of either one of the components will result in re-doing the Benchmark again with a different topic.
- **The rough draft and final copy cannot be late. They are due by the assigned day in senior homeroom by 8AM! If they are not handed in by the assigned date/time, it is an automatic failure of the Benchmark.**  
**\*\*\*\*The final product also cannot be late. It is due on the assigned day. If it is not completed and in on time, it is an automatic failure of the benchmark!!!**
- If anything on the checklist is late, it will be signed and marked as late.
- **If you have an assignment that is late, it is due within TWO DAYS of the original due date. \*Beyond two days late, it will be at BM Advisor discretion whether it will be accepted at all. This could result in removal from BM process.**
- More than two late assignments will result in failure of the Benchmark (rough draft and final copies are NOT included in late assignments).
- **You must make arrangements to have your work turned in if you are absent from school. It is still due on the given date by 3:15 PM (unless it is a Friday due date in which case it is due by 2:35 PM) even if you are absent that day. Rough draft and final copy of paper are still due by 8AM on the assigned day in Senior homeroom as well.**

## RESEARCH PAPER THESIS STATEMENT

You may choose to write either an analytical, expository, or argumentative thesis statement for your topic. Please refer to the following information for help in deciding which type of thesis statement best fits your topic.

### Expository

1. If you write an *expository* thesis statement, read the following for help:

In an expository paper, you are explaining something to your audience. An expository thesis statement will tell your audience:

- What you are going to explain to them
- The categories you are using to organize your explanation
- The order in which you will be presenting your categories

Your research paper should:

- Explain how students spend their time studying, attending class, and socializing with peers

### Analytical

2. If you write an *analytical* thesis statement, read the following for help:

In this type of paper you are:

- Breaking down an issue or idea into its individual parts
- Evaluating the issue or idea
- Presenting this issue or idea to your audience

Your research paper should:

- explain the analysis of the college admission process
- explain the challenge facing admissions counselor.

# Argumentative

3. If you write an *argumentative* thesis statement, read the following for help:

In an argumentative paper, you are making a claim about a topic and justifying this claim with reasons and evidence. This claim could be an opinion, a policy proposal, an evaluation, a cause and effect statement, or an interpretation. Your claim **MUST** be a statement that people could disagree with because the goal of your paper is to convince your audience that your claim is true based on your reasons and evidence. An argumentative thesis statement will tell your audience:

- Your claim or assertion/allegation
- The reasons/evidence that supports this claim
- The order in which you will be presenting your reasons and evidence

Your research paper should:

- Present an argument and give evidence to support the claim that students should pursue community projects before entering college

Source: <http://owl.english.purdue.edu/owl/resource/545/01/>

## Benchmark Thesis Statement Worksheet

What is a thesis statement?

- An **interpretation** of a **topic** or subject: **NOT THE TOPIC/SUBJECT** itself.
- One sentence
- It tells the reader what to expect from the rest of the paper.

### Examples of an expository (explanatory/informational report) thesis statement:

- A. The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers.
- B. Alzheimer's disease is a debilitating brain ailment that has an impact on not only the sufferer but also the caregiver.

### Examples of an analytical thesis statement:

- A. An analysis of the college admission process reveals one challenge facing counselors: accepting students with high test scores or students with strong extracurricular backgrounds.
- B. \_\_\_\_\_ is a complicated process that involves many intricate steps such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

### Examples of an argumentative thesis statement:

- A. High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.
- B. Vaccinations benefit American society by decreasing the spread of communicable diseases, assuring the prosperity of developing countries, and eradicating threats to public health.

Write your **PRELIMINARY (working) thesis**:

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**Upon finalization, write this onto your outline!**

### Conference with the Librarian

Librarians will be able to tell you whether your research is academic, recent, and reliable enough to include in a research paper.

For that reason, you will meet with the Librarian. The Librarian will advise you on your research and inform you of whether your sources are acceptable.

Source Number	Title of specific source	Date of Source	Acceptable source? (minimum 6 notes per source)	Re-check Date (if needed)
1				
2				
3				
4				
5				

**Once Ms. Wilfeard signs the bottom of this page,**

**the benchmark advisors will then sign your official Benchmark Sign-off Sheet.**

**\*Your 6th source is from your interview.**

**The five sources are acceptable:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **The Interview**

Not all research is conducted in the library or on the internet. In fact, what you have done thus far just might be a starting point, providing you with an overview of your topic and the background information you will need to undertake research. In *The Call to Write*, John Trimbur says, “Interviewing an expert on the topic you’re researching can provide you with up-to-date information and analysis, as well as a deepened understanding of the issues involved in these topics and make a significant contribution to a research project. In such cases, interviewing an expert offers a source of information that supplements print or electronic sources” (566). Since one of your sources must include an interview with an expert /professional in the area you are researching, below are some suggestions to optimize your experience.

### **The person to be interviewed has to be someone outside of the Lyons School District - NOT an employee of the district.**

#### **Before the Interview – Planning**

Once you have an overview and basic information about your topic, think about how interviewing can help you in your research. What do you hope to find?

Use the notes from your background research to prepare interview questions. Interviewers normally use open-ended questions to get the subjects talking. Asking questions that elicit a “yes” or “no” response generally leads to a dead end. Think about asking “Why?” or “How?”.

If you are interviewing an expert, your questions should be precise and seek specific information. Example, “Estimates vary on the number of cod in the North Atlantic. Can you give me your view?”

When you have come up with a list of questions, organize them so that one question leads to the next (Trimbur 567-8). Use the organizer on the next page to help with brainstorming and putting them in order.

#### **Suggestions During the Interview**

To “break the ice,” ask some generic questions. Examples:  
 How long have you worked in this field? Can you describe your job?  
 What do you like best about this job (hobby, etc.)?

Take out your roadmap. Can you craft interview questions from this?

Be sure to ask about both sides of your argument.

If conducting a telephone or in-person interview, use a recording device and then take notes when you are listening to the recording.

#### **After the Interview**

Plan time immediately afterwards to review the results of the interview and to make further notes, especially while the interview is fresh in your mind.

**Thank the person you interviewed!!! - This is a requirement. You must be able to document that you actually thanked the interviewee, whether it be a copy of the email or a picture of an addressed and stamped handwritten card that you sent.**

What questions does the interview raise for further research? What sources does it suggest you use?  
 Notes taken from *The Call to Write*. Brief 2nd edition by John Trimbur. Fall 2007.

## Personal Interview

Please explain what makes this person an expert on your topic: \_\_\_\_\_

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<sup>1</sup>**Name of Person Interviewed (Interviewee):** \_\_\_\_\_

<sup>2</sup>**Type of Interview (Personal interview, Email interview, Telephone interview):**

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<sup>3</sup>**Date of Interview (Example: 21 Dec. 2008):**

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**How to put it all together on your final works cited page:**

<sup>1</sup>Lastname, Firstname. <sup>2</sup>Type of Interview. <sup>3</sup>Date of Interview.

*\*Dates should be typed in the following format: 12 Nov. 2002*

**Example citation:**

Purdue, Pete. Personal interview. 1 Dec. 2000.

**Your Works Cited Entry:**

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**What should the in-text citation look like for an interview?**

Example in-text citation:

(Last name of the person you interviewed). – Be sure to put the period for the sentence at the end of the in-text citation.

(Wilfeard).

Use this space to write out/brainstorm appropriate interview questions.

Questions:	Which section of paper would this help? (Introduction? Conclusion?)
)	
)	
)	
)	
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)	
)	

Hint: after putting questions in an order that makes sense, consider typing them up so that you can email them easily.

## Rough Draft/Final Paper Guidelines

The benchmark research paper is to be at least six pages minimum typed with parenthetical citations included where appropriate. You are also required to use **at least six sources (one source being from your interview)** to write your paper. While much of this paper will be someone else's words, (and therefore cited), you are responsible for including your own thoughts, evaluations, and conclusions about the chosen topic. It cannot be solely a regurgitation of references.

You must include a title page at the beginning and a works cited page at the end (for both the rough draft and final copy).

- Minimum of 6 full pages (NOT including title page and works cited page)
- Double-spaced throughout the paper
- Size 12 font
- Times New Roman font
- Title page included
- Works cited page included with proper formatting
- 1" margins all around
- Last name and numbered pages in header upper right hand corner **(Do Not Include On The Title Page)** (SEE ABOVE)

Title

Your Name

Senior Benchmark

Ms. Bellinger/Mrs. Sandroni

November 30, 2018

## Works Cited

Chen, Adrian. "The Fake-News Fallacy." *The New Yorker*, Conde Nast, 4 Sept. 2017,

[www.newyorker.com/magazine/2017/09/04/the-fake-news-fallacy](http://www.newyorker.com/magazine/2017/09/04/the-fake-news-fallacy).

"'Fake News' Becomes a More Recognized Phenomenon in Wake of 2016 Presidential Election." *Research*

*inContext*, Galego.galegroup.com/ps/i.do?p=MSIC&sw=w&u=nysl\_ro\_ljshsl&v=2.1&id=GALE%7CBT2359030550&it=r&asid=2667c01a46b64a0d9ac0185405832a9f.

Haber, Morey. "The Real Risks of Fake News." *Risk Management*, Apr. 2017. *Expanded Academic ASAP*,

[go.galegroup.com/ps/i.do?p=EAIM&sw=w&u=nysl\\_ro\\_ljshsl&v=2.1&id=GALE%7CA490320894&it=r&asid=8e2288789a5fdc6acd44daa7195463ba](http://go.galegroup.com/ps/i.do?p=EAIM&sw=w&u=nysl_ro_ljshsl&v=2.1&id=GALE%7CA490320894&it=r&asid=8e2288789a5fdc6acd44daa7195463ba).

Jackson, Nancy. E-mail interview. 16 Sept. 2017.

Johnson, Joseph J., Jr. *Fake News and the Internet*. New York, Scholastic, 2016.

Jones, Tina. "Fake News." *Opposing Viewpoints in Context*, Gale, 3 Feb. 2017, [ic.gale.wfl.orc.scoolaid.net](http://ic.gale.wfl.orc.scoolaid.net).

## PRODUCT GUIDELINES

As part of your Benchmark Project, you are required to create a product that is related to your research topic. This product must be a unique representation of your research topic. This will become part of your Senior Springboard Presentation and is also part of your final Benchmark grade. The following are some product suggestions:

- Fine Art Product
- Model
- Science/Lab Project
- Organizing a local event associated with a national charity
- Video - (persuasive)
- YouTube tutorial
- Children's book
- Design a web page
- Historical Representation
- Opinion column in a for profit newspaper (Finger Lakes Times, Wayne Times, etc.) (minimum 300 words)
- Letter to the editor
- Presentation to faculty or other group
- Teach a lesson in a classroom relevant to your topic –***YOU MUST HAVE PERMISSION FROM THE TEACHER WHOSE CLASS YOU ARE TEACHING. YOU ARE TO TEACH THE CLASS ABOUT YOUR TOPIC!***

You are not limited to this list. If there is something not listed above that you would like to do, please see an advisor (Ms. Bellinger or Mrs. Sandroni) for approval.

**Benchmark Product Proposal (11/13/18)**

For my Benchmark Product, I will be choosing the \_\_\_\_\_ option.  
My plan of action is:

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I have discussed my Benchmark Product Proposal with Ms. Bellinger or Mrs. Sandroni.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**First Edition Product Check-in (11/27/18)**

Changes/suggestions to complete the final product by the due date include:

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**I understand that I need to make these changes in order to complete my product by (12/04/18).**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Research Paper “Yes” Test – Final Copy

This checklist will help you make sure that you have all of the required elements in your paper.

**If any of the items listed are missing or incomplete, then your paper is not yet complete!**

Check off each item on the checklist. This “Yes” or “No” Test is to be placed **on top of your final copy** and handed in **along with the rough draft** to one of the Benchmark Advisors.

THESIS	Yes	No
My introduction contains my thesis - last line in introduction paragraph.		
My thesis statement is original, clear, and purposeful.		
My introduction provides sufficient information about the rest of the paper.		
My thesis is supported by specific evidence in the body of the paper.		
My paper stays focused on my thesis.		
DEVELOPMENT		
All the sources I used in my paper are reputable, appropriate, and credible.		
My evidence and sources effectively support/prove my thesis.		
I have provided a counterargument if applicable.		
I used six or more sources and they are referenced using parenthetical citations.		
One of my sources is from my interview.		
I accurately incorporated my sources throughout the paper using direct quotes and paraphrasing.		
ORGANIZATION		
My paper stays on topic.		
I used transitions throughout my paper to connect ideas between paragraphs.		
My order of topics throughout my paper is logical.		
CONCLUSION		
My conclusion is interesting and equally as engaging as the introduction.		
My conclusion successfully highlights the thesis without restating it.		
STYLE		
My ideas following each source are clearly explained and well supported.		
My paper sustains a coherent point of view using 3 <sup>rd</sup> person ( <b>No “I” statements</b> ).		
My paper has a distinctive sense of style or voice suited to the aims of the paper.		
I used effective language throughout my paper.		
My paper does not contain any contractions (ex. don’t, didn’t, can’t etc.)		
CONVENTIONS		
My paper is free from all grammar, spelling, punctuation, paragraphing or usage errors.		
FORMAT		
My paper has at least <b>SIX</b> full pages of <b>text</b> in addition to the title page and Works Cited page.		
My paper is double-spaced using Times New Roman 12.		
My paper margins are 1 inch on all sides.		
The last page of my paper is a complete list of MLA references (Works Cited page).		
<b>I have made all changes from my rough draft to my final copy of the research paper.</b>		

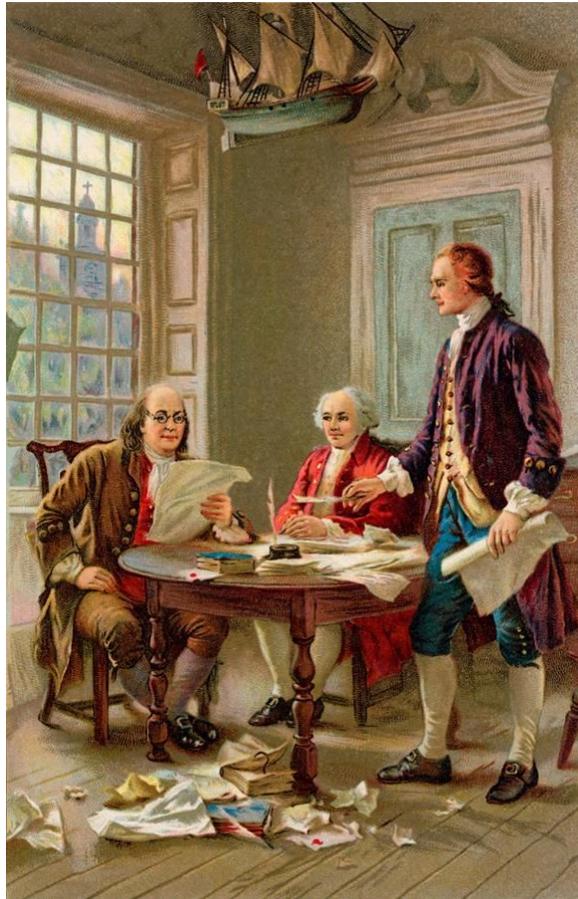
**I have read and checked my paper according to the paper “YES” test and have completed everything required for my research paper.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

# **Appendix A:**

# **Outlines**



## ...Genius at work:

Name \_\_\_\_\_

Topic: \_\_\_\_\_

**Due Date:** \_\_\_\_\_

### **Tips to avoid plagiarism and failure:**

**-Write down which sources your quotes/info. came from!**

**-If you are taking something word for word from a source, then you must put it in quotation marks (“ ”) and use an in-text citation!**

**-If you are paraphrasing (taking someone else’s article/information and re-telling it in your own words), then you must use an in-text citation at the end of the sentence/paragraph.**

# Overview/Basic Outline/Road Map

For organizational purposes, you should be aware of the sections/pages of your paper. Yes, these are estimates, but this will help you during the research, note-taking, and rough drafting portions of your paper.

**Directions:** Fill in which aspects of your topic will be covered on each page of your benchmark.

- I. Introduction/Why does this topic matter?/Thesis\_\_\_\_\_
  
- II. Background/Context/History\_\_\_\_\_
  
- III. Counterargument/Critics of Your Perspective\_\_\_\_\_
  
- IV. Point 1\_\_\_\_\_
  
- V. Point 2\_\_\_\_\_
  
- VI. Point 3\_\_\_\_\_
  
- VII. Conclusion/declaration of learning\_\_\_\_\_

I. Introduction

A. Thought-provoking question/interesting fact/broad statement or statistic:

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B. Introduce the topic/narrow focus statement with an anecdote or statistic:

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C. Relevant info. (What I need to know to understand your topic. Why is it important?)

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Thesis statement:

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In-text Citations ↑

II. Background Information/ History:

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A. Supporting detail paragraph:

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B. Supporting detail paragraph:

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C. Supporting detail paragraph:

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D. Concluding paragraph for this section:

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III. State this section's focus/claim: Counterargument/Critics' Beliefs/Other

A. Supporting detail paragraph about:

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B. Supporting detail paragraph about:

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C. Supporting detail paragraph about:

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D. Supporting detail paragraph about:

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E. Concluding paragraph for this section:

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In-text Citations 

IV. State this section's focus/claim:

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A. Supporting detail paragraph about:

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B. Supporting detail paragraph about:

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C. Supporting detail paragraph about:

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D. Concluding paragraph for this section:

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In-text Citations 

V. State this section's focus/claim:

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A. Supporting detail paragraph about:

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B. Supporting detail paragraph about:

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C. Supporting detail paragraph about:

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D. Supporting detail paragraph about:

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E. Concluding paragraph for this section:

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VI. State this section's focus/claim:

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A. Supporting detail paragraph about:

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B. Supporting detail paragraph about:

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C. Supporting detail paragraph about:

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D. Supporting detail paragraph about:

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E. Concluding paragraph for this section:

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In-text Citations ↑

VII. Conclusion

A. Thought-provoking question and answer or declaration of learning:

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B. Summarize points to show your thesis statement was supported:

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C. Restate thesis:

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D. Your educated opinion on the future of this topic: (without using "I") .

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## Typed Outline\*

\*This visual representation could help if you choose to type your outline. Use the previously completed road map if you get stuck.

**Directions: Typing out your outline means you will still address ALL sections of your research paper.**

### I. Introduction

- A. Thought-provoking question/interesting fact/broad statement or statistic
- B. Introduce the topic/narrow down the focus statement (with an anecdote or statistic)
- C. Evidence-based claim/ Thesis Statement

### II. Background/Context

- A. Relevant info. (What readers need to know to understand your topic. Definitions of key terms.  
Who? What? When? Where? Why? How?)
- B. Why is it important? (In American society? In an international context?)
- C. History of the issue

### III. Choose the focus of this section for your paper?

- A. Introductory sentence. Tell your reader what this section will be about.
- B. Quote w. In-Text Citation
- C. Explain the quote
- D. Analyze the quote as it relates to your thesis.
- E. Quote w. In-Text Citation
- F. Explain the quote
- G. Analyze how this quote supports your claim for this section.
- H. Clincher/Concluding Sentence Restating

### IV. Choose the focus of this section for your paper?

- A. Introductory sentence. Tell your reader what this section will be about.
- B. Quote w. In-Text Citation
- C. Explain the quote in your own words.
- D. Analyze how this quote supports your claim for this section.
- E. Quote w. In-Text Citation
- F. Explain the quote in your own words.
- G. Analyze how this quote supports your claim for this section.
- H. Clincher/Concluding Sentence

V. **Choose the focus of this section for your paper**

- A. Introductory sentence. Tell your reader what this section will be about.
- B. Quote w. In-Text Citation
- C. Explain the quote in your own words.
- D. Analyze how this quote supports your claim for this section
- E. Quote w. In-Text Citation
- F. Explain the quote in your own words.
- G. Analyze how this quote supports your claim for this section.
- H. Clincher/Concluding Sentence

VI. **Choose the focus of this section for your paper**

- A. Introductory sentence. Tell your reader what this section will be about.
- B. Quote w. In-Text Citation
- C. Explain the quote in your own words.
- D. Analyze how this quote supports your claim for this section.
- E. Quote w. In-Text Citation
- F. Explain the quote in your own words.
- G. Analyze how this quote supports your claim for this section.
- H. Clincher/Concluding Sentence

VII. **Conclusion**

- A. Restate your thesis
- B. Briefly summarize your main points from each section.
- C. End with a thought-provoking statement (refer back to your introduction)

***\*Due to differing amounts of explanation and analysis, there may be three or four paragraphs per section to complete six or more pages.***

Gratitude Clause: Hard work should be rewarded. In order to be deemed worthy of a reward you must receive an 85% or better on the final paper, submit documentation that you sent a handwritten “thank you” note or gift to the person that you interviewed, and notify an advisor that you have found and read this clause. Once you have successfully completed those three tasks, you will be entered into the Gratitude Drawing. If your name is selected, you will receive a prize. Hint: It’s a good one! There will only be one winner. It is to your benefit to keep this clause a secret.

# **Appendix B:**

## **Rubrics**

## SENIOR BENCHMARK RESEARCH PAPER RUBRIC

<b>Dimension</b>	<b>Level 6 100-86 Exceptional</b>	<b>Level 5 85-76 Commendable</b>	<b>Level 4 75-65 Competent</b>	<b>Level 3 64-51 Deficient</b>	<b>Level 2 50-36 Developing</b>	<b>Level 1 35-0 Not Acceptable</b>
<b>Development of thesis and perspective</b> <i>Extent to which thesis is supported with research, reputable sources are used to support thesis, and ideas are developed.</i>	Thesis is specific and consistently supported. Sources are reputable and varied; ideas are thoroughly developed and insightful.	Thesis is acceptable and supported with adequate development from reputable sources; paper attempts to develop ideas to further understand the thesis.	Thesis is acceptable and the support provides general development of ideas; provides minimal support.	Thesis is simplistic and inconsistently supported; ideas need further elaboration to effectively support thesis.	Thesis is vague and requires further revision; ideas are insufficiently developed.	Thesis is absent and/or inappropriate; paper is reflective of a summary rather than supporting a thesis; paper relies solely on personal opinion rather than research.
<b>Organization</b> <i>Extent to which thesis is logically structured; exhibiting direction, shape, and coherence.</i>	Introduction is engaging; there is a logical structure with smooth transitions, and a consistent focus on the thesis; conclusion extends beyond the scope of the thesis.	Introduction is supported with a clear thesis; effective use of transitions, structure is focused on the thesis and has a conclusion that addresses the thesis without repeating it.	Introduction may be brief and simplistic; paper does not follow a logical direction; transitions are apparent but not throughout; conclusion appears undecided or weak in judgment.	Introduction may be unfocused; organization is loosely formed in places; some transitions inconsistently applied; paper may appear formulaic and end abruptly.	Paper contains redundancies; organization is weak; conclusion may be too simplistic or absent.	Paper has little or no logical structure; may have failed to use paragraphs; lacking an introduction and conclusion.
<b>Language use</b> <i>Extent to which audience is engaged through effective use of diction and sentence variety; maintains a clear sense of voice and style.</i>	Sense of voice consistently engages audience through effective use of stylistically sophisticated and topical language; maintains an active voice; sentence structure and variety is stylistically effective.	Sense of voice is evident through effective word choices; maintains an active voice throughout the paper; sentence structure and variety is effective.	Attempts to use voice; word choices and sentence structure are appropriate.	Limited engagement due to passive voice; uses basic vocabulary; occasionally makes effective use of sentence structure.	Relies upon basic vocabulary; sentence structure is simplistic and lacks variety.	Voice is absent. Imprecise or unsuitable word choices; sentences contain significant grammatical errors that obstruct meaning.
<b>Conventions</b> <i>Extent to which the paper exhibits conventional spelling, punctuation, capitalization, grammar, and usage.</i>	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.	Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrates partial control, exhibiting occasional errors that do not hinder comprehension.	Demonstrates emerging control exhibiting errors that may occasionally hinder comprehension.	Demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult.	Assessment of conventions unreliable; may be illegible or not recognizable as English.
<b>Documentation</b> <i>Extent to which MLA format is utilized to reference in-text citations and list of works cited.</i>	MLA format is flawless; few, if any, errors present; in-text citations, varied references to sources, and references are accurate; all sources accounted for in paper.	Minor errors evident in the use of MLA format; in-text citations are accurate as well works cited; may possess minor errors with punctuation and/or spacing.	MLA documentation is applied with minor errors; all in-text citations are accounted for in the paper.	MLA documentation is applied but with several errors; some in-text citations are accounted for in the paper; many errors with punctuation and/or spacing.	MLA documentation with careless attention to detail; many in-text citations are missing and inaccurate references in works cited.	MLA works cited list is inappropriate. Missing most if not all required in-text citations. Rampant plagiarism evident.
<b>Format</b> <i>Extent to which document follows format guidelines: Times New Roman size 12, Double Spaced, 1 inch margins, six pages in length.</i>	Formatting directions are flawless. Title page is accurate. Met or exceeded length requirement. Used at least 6 sources, including interview.	Formatting directions are adequate. Title page is adequate. Met or exceeded length requirement. Used at least 6 sources, including interview.	May have had minor problems with formatting. Title page is mostly accurate. Met or exceeded length requirement. Used at least 6 sources, including interview.	May have had problems with formatting including using an incorrect font, size of font, or spacing. Some errors were noted on title page. Paper is less than six complete pages. Used only 5 sources, including interview.	Significant problems with formatting including using incorrect font, size, and spacing. Title page contains several errors. Paper is less than six complete pages. Used only 4 sources, including interview.	Significant problems with formatting that impacts readability. Title page contains significant errors. Paper is less than six complete pages. Used only 4 sources. Did not include interview in paper.

This is a holistic rubric following NYS Regents grading policy.

Student Name: \_\_\_\_\_ Grade earned: \_\_\_\_\_

## Benchmark Product Rubric

CATEGORY	<b>EXCELLENT (90-100)</b>	<b>GOOD (76-89)</b>	<b>ACCEPTABLE (65-75)</b>	<b>UNACCEPTABLE (0-64)</b>
<b>Information &amp; Accuracy</b>	All facts in the product are accurate.	Most of the facts in the product are accurate.	Many of the facts in the product are accurate.	Few of the facts in the product are accurate.
<b>Attractiveness &amp; Organization</b>	The product has exceptionally attractive formatting and well-organized information.	The product has attractive formatting and well-organized information.	The product has acceptable attractiveness and organization.	The product's formatting or organization is confusing and/or unattractive.
<b>Originality &amp; Creativity</b>	The product is presented entirely in the student's own voice in a manner that expresses the student's originality and creativity.	The product is completed mostly in the student's own voice in a manner that may somewhat express the student's originality and creativity.	The product is presented in a voice other than the student's or in a manner that may lack originality and creativity.	The product is presented entirely in a voice other than the student's or in a manner that has no originality or creativity.
<b>Purpose</b>	The product's purpose is very clear and relevant to the topic.	The product's purpose is adequately clear and relevant to the topic.	The product's purpose is somewhat clear and relevant to the topic.	The product's purpose is unclear and/or irrelevant to the topic.

**Student Name:** \_\_\_\_\_ **Final Grade:** \_\_\_\_\_