# Social Studies Research Paper

**New York Performance Standards Consortium**

**Student**

**Social Studies Research Paper**

**Title of Research**

Circle one: Teacher or External Evaluator  

Date

Circle one: Written or Oral

Overall holistic evaluation  

Signature

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<table>
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<tr>
<th>Performance Indicators</th>
<th>Outstanding</th>
<th>Good</th>
<th>Competent</th>
<th>Needs Revision</th>
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<tbody>
<tr>
<td><strong>Viewpoint: Thesis/Claim</strong></td>
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</table>
- Has sharply defined, compelling organizing idea, thesis or question.  
- Clear introduction presents thesis in a highly engaging, compelling manner.  
- Coherent, complex, sophisticated argument supports organizing idea/thesis.  |  
- Has clearly defined organizing idea, thesis or question.  
- Clear introduction presents thesis in an engaging manner.  
- Coherent, sometimes complex arguments support organizing idea/thesis.  |  
- Organizing thesis, idea or question is comprehensible but not especially clear.  
- Introduction presents thesis in a mostly comprehensible manner.  
- Coherent but rarely complex or sophisticated arguments support organizing idea/thesis.  |  
- Organizing idea, thesis, or question is not clear.  
- Introduction and the thesis it contains are not clear.  
- Arguments lack coherence and/or clarity.  |
| **Evidence and Sources** |  
- Supporting arguments include specific, relevant, accurate and verifiable, and highly persuasive evidence, drawn from both primary and secondary sources.  
- Uses quotations and paraphrasing appropriately to sustain an argument.  |  
- Supporting arguments include relevant, accurate and verifiable, and mostly persuasive evidence, drawn from both primary and secondary source.  
- Uses quotations and paraphrasing appropriately to sustain an argument.  |  
- Evidence for supporting arguments is accurate and verifiable, mostly specific and relevant, and generally persuasive.  
- Use of quotations and paraphrasing is mostly evident.  |  
- Supporting arguments may include inaccurate evidence and lack clear, persuasive, or relevant evidence.  
- Quotations and paraphrasing do not effectively support arguments.  |
| **Analysis and Persuasion** |  
- Argument draws on, explains, and critiques evidence from alternative points of view.  
- Clearly, thoughtfully, and thoroughly explains and analyzes the connection between all evidence and argument being made.  |  
- Argument draws on evidence from alternative points of view.  
- Mostly clear and thoughtful explanation or analysis of how the evidence presented supports each argument.  
- Counter-evidence may be introduced.  |  
- Some alternative arguments are presented but not always well integrated.  
- Some explanation of how the evidence presented supports each argument, but the explanations are not always clear and thorough.  |  
- Evidence supporting alternative arguments is either missing or poorly integrated.  
- No explanation or analysis of how or why the evidence supports each argument.  |
| **Effective Organization** |  
- Each argument clearly flows in support of an overall structure.  
- Consistent, effective transitions develop ideas and arguments logically and build to a compelling, persuasive conclusion.  
- Distinct conclusion synthesizes arguments that support idea/general thesis.  |  
- Each argument presented supports an overall structure.  
- Usually uses effective transitions to connect ideas and arguments, leading to a persuasive conclusion.  
- Distinct conclusion partly synthesizes, but mostly represents the major arguments to support idea/general thesis.  |  
- Most arguments presented clearly support the overall structure.  
- Transitions are sometimes abrupt but the arguments and conclusion mostly connect.  
- Conclusion represents major arguments and connects them to thesis; some synthesis.  |  
- Arguments presented are not clearly or supportively connected to the overall structure.  
- Transitions between arguments are largely unclear.  
- Conclusion is either vague or unclear and poorly connected to the paper's major arguments.  |

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03/11