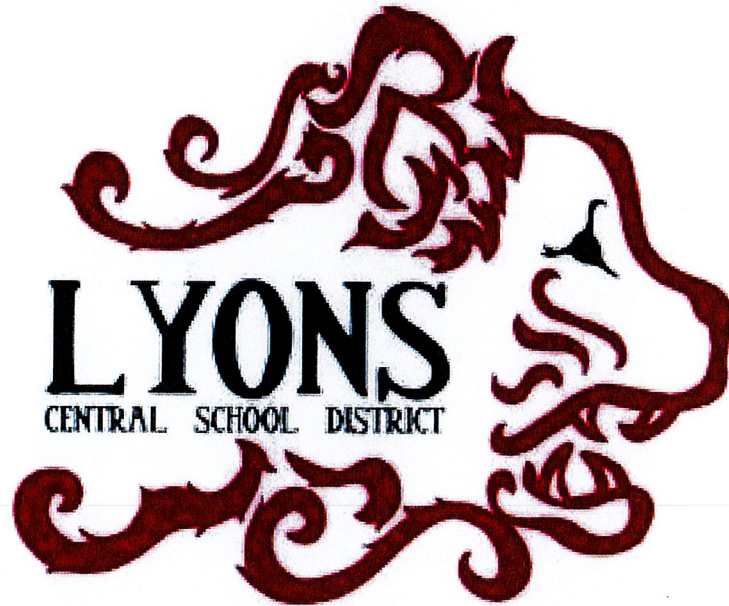


Senior Benchmark Project



Excellence in Education
Lyons Central School District
Fall 2017

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
- Oral presentation of research

You **MUST** receive a passing grade (at least a 65) on each part (Research Paper and Presentation) 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 2017

Topic/Thesis Statement: Must be approved by a Benchmark Advisor	Due: by 09/29/17
Benchmark Roadmap/Categories	Due: by 10/06/17
Notes from 5 sources + Conference w/ Librarian	Due: by 10/20/17
Interview Plan: Questions, Answers, Note sheet	Due: by 10/31/17
Research Paper Outline w/ Works Cited	Due: by 11/03/17
Research Paper Rough Draft (Returned by 11/21/17) (hand in - Senior homeroom)	Due: by 11/14/17 - 8AM
Google Slides	Due: by 11/28/17
Final Paper with Corrections (Hand in rough draft & final copy checklist too) (hand in - Senior homeroom)	Due: by 12/01/17 - 8AM
Revision of Google Slides	Due: by 12/04/17
Practices: w/ parent and faculty member	Due: by 12/05/17
Oral Presentations	Dates: 12/6-8/17

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.*****

Initial if late

12/6-8/17

1

53

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 Presentation). 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.**
- 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

Argumentative Thesis Statement

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 researched. 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

Example of an argumentative thesis statement:

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.

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/747/02/>

Developing Strong Thesis Statements

The thesis statement or main claim must be debatable

An argumentative or persuasive piece of writing must begin with a debatable thesis or claim. In other words, the thesis must be something that people could reasonably have differing opinions on. If your thesis is something that is generally agreed upon or accepted as fact then there is no reason to try to persuade people.

Example of a non-debatable thesis statement:

Pollution is bad for the environment.

This thesis statement is not debatable. First, the word pollution means that something is bad or negative in some way. Further, all studies agree that pollution is a problem; they simply disagree on the impact it will have or the scope of the problem. No one could reasonably argue that pollution is good.

Example of a debatable thesis statement:

At least twenty-five percent of the federal budget should be spent on limiting pollution.

This is an example of a debatable thesis because reasonable people could disagree with it. Some people might think that this is how we should spend the nation's money. Others might feel that we should be spending more money on education. Still others could argue that corporations, not the government, should be paying to limit pollution.

Another example of a debatable thesis statement:

America's anti-pollution efforts should focus on privately owned cars.

In this example there is also room for disagreement between rational individuals. Some citizens might think focusing on recycling programs rather than private automobiles is the most effective strategy.

The thesis needs to be narrow

Although the scope of your paper might seem overwhelming at the start, generally the narrower the thesis the more effective your argument will be. Your thesis or claim must be supported by evidence. The broader your claim is, the more evidence you will need to convince readers that your position is right.

Example of a thesis that is too broad:

Drug use is detrimental to society. There are several reasons this statement is too broad to argue. First, what is included in the category "drugs"? Is the author talking about illegal drug use, recreational drug use (which might include alcohol and cigarettes), or all uses of medication in general? Second, in what ways are drugs detrimental? Is drug use causing deaths (and is the author equating deaths from overdoses and deaths from drug related violence)? Is drug use changing the moral climate or causing the economy to decline? Finally, what does the author mean by "society"? Is the author referring only to America or to the global population? Does the author make any distinction between the effects on children and adults? There are just too many questions that the claim leaves open. The author could not cover all of the topics listed above, yet the generality of the claim leaves all of these possibilities open to debate.

Example of a narrow or focused thesis:

Illegal drug use is detrimental because it encourages gang violence.

In this example the topic of drugs has been narrowed down to illegal drugs and the detriment has been narrowed down to gang violence. This is a much more manageable topic.

We could narrow each debatable thesis from the previous examples in the following way:

Narrowed debatable thesis 1:

At least twenty-five percent of the federal budget should be spent on helping upgrade business to clean technologies, researching renewable energy sources, and planting more trees in order to control or eliminate pollution.

This thesis narrows the scope of the argument by specifying not just the amount of money used but also how the money could actually help to control pollution.

Narrowed debatable thesis 2:

America's anti-pollution efforts should focus on privately owned cars because it would allow most citizens to contribute to national efforts and care about the outcome.

This thesis narrows the scope of the argument by specifying not just what the focus of a national anti-pollution campaign should be but also why this is the appropriate focus.

Qualifiers such as "typically," "generally," "usually," or "on average" also help to limit the scope of your claim by allowing for the almost inevitable exception to the rule.

Types of Claims

Claims typically fall into one of four categories. Thinking about how you want to approach your topic, in other words what type of claim you want to make, is one way to focus your thesis on one particular aspect of your broader topic.

Claims of fact or definition: These claims argue about what the definition of something is or whether something is a settled fact.

Example:

What some people refer to as global warming is actually nothing more than normal, long-term cycles of climate change.

Claims of cause and effect: These claims argue that one person, thing, or event

caused another thing or event to occur.

Example:

The popularity of SUVs in America has caused pollution to increase.

Claims about value: These are claims made about what something is worth, whether we value it or not, how we would rate or categorize something.

Example:

Global warming is the most pressing challenge facing the world today.

Claims about solutions or policies: These are claims that argue for or against certain solution or policy approach to a problem.

Example:

Instead of drilling for oil in Alaska we should be focusing on ways to reduce oil consumption, such as researching renewable energy sources.

Which type of claim is right for your argument? Which type of thesis or claim you use for your argument will depend on your position and knowledge on the topic, your audience, and the context of your paper. You might want to think about where you imagine your audience to be on this topic and pinpoint where you think the biggest difference in viewpoints might be. Even if you start with one type of claim you probably will be using several within the paper. Regardless of the type of claim you choose to utilize it is key to identify the controversy or debate you are addressing and to define your position early on in the paper!

Source:

Contributors: Stacy Weida, Karl Stolley

<http://owl.english.purdue.edu/owl/resource/588/1/>

Benchmark

Name _____

Research Topic: _____

Thesis Help SheetThesis: Does your topic impact American society in a positive way or a negative way?

State your working thesis. Thesis statements should summarize the answer to your main research question(s) and will likely change after you do some research. This should tell the reader as clearly and precisely as possible what your paper will prove and which order it happens in (i.e. Which side of this are you arguing?).

American society is impacted negatively/positively by _____
(your topic)

because of _____,

and _____ consequences. ← remove the -ly from the choices on the bottom!

Or

_____ negatively/positively impacts society
(your topic)

_____, and

_____.

Society can be impacted in a wide variety of ways and areas:

physically	environmentally	civically	mentally
emotionally	psychologically	legally	socially financially
economically	medically	internationally	social justice

Examples from 2014/2015:

College athletes should be paid to play due to the physical demands, the financial aspects, and the risks that are associated with playing.

The Amish are beneficial to NYS economically, socially, and environmentally.

First responders such as firemen and EMTs experience substantial risks while performing their services; these risks weigh on them physically, psychologically, and socially.

Write your thesis on your packet (pg. 13) & into your outline.

Benchmark Thesis Statement Worksheet

Name: _____

What is a thesis statement?

- An **interpretation** of a **topic** or subject, **NOT THE TOPIC/SUBJECT** itself.
- An **ARGUABLE/PROVABLE** statement
- The **ROADMAP** for the paper, in other words, it tells the reader what to expect from the rest of the paper.

Write your topic/subject of the paper:

Write your PRELIMINARY (working) thesis:

Now, put it to the following test:

- *Have I taken a position that **others might question/challenge or oppose?***

Thesis statements that too vague often do not have a strong argument/provable “stand”. If your thesis contains words like “good” or “successful”, see if you can be more specific. Why is something “good”? What makes something “successful”?

- *Does my thesis pass the **“So what?”** test?* If a reader’s first response is, “So what?”, then you need to clarify, forge a relationship, or connect to a larger issue.

- *Does my thesis pass the **how or why test?*** If a reader’s first response is “How?” or “Why?” then your thesis may be too open-ended and lack guidance for the reader. See what you can add to find the reader a better “take” on your position right from the beginning.

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.

Note Sheet	Acceptable source? (with a minimum of 5 notes per source)	Date of initial conference	Notes:	Re-check (if needed)
1				
2				
3				
4				
5				

Once Ms. Wilfeard signs the bottom of this page, the benchmark advisors will sign your
Benchmark Sign-off Sheet.

Note sheets are available in the Library.

*Note sheet 6 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.

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 (Tribur 567-8).

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.

Use a recorder to record your interview, and then take notes when you are listening to the recording.

Thank the person you interviewed!!!

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.

What questions does the interview raise for further research? What sources does it suggest you use?

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

Personal Interview

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

¹Name of Person Interviewed (Interviewee): _____

²Type of Interview (Personal interview, Email interview, Telephone interview):

³Date of Interview (Example: 21 Dec. 2008):

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

¹Lastname, Firstname. ²Type of Interview. ³Date 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:

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).

Question 1.)

Question 2.)

Question 3.)

Question 4.)

Question 5.)

Question 6.)

Question 7.)

Question 8.)

Question 9.)

Question 10.)

*** Answers should be documented on a separate page and attached when complete.**

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 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

December 1, 2017

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.

"'Fake News' Becomes a More Recognized Phenomenon in Wake of 2016 Presidential Election." *Research in Context*, Galego.galegroup.com/ps/i.do?p=MSIC&sw=w&u=nysl_ro_ljshsl&v=2.1&id=GALE%7CBT2359030550&it=r&asid=2667c01a46b64a0d9ac0185405832a9f. Accessed 18 Sept. 2017.

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. Accessed 18 Sept. 2017.

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. Accessed 18 Sept. 2017.

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.		
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 rd person (No “I” statements).		
My paper has a distinctive sense of style or voice suited to the aims of the paper.		
I used effective language throughout my paper.		
CONVENTIONS		
My paper is free from all grammar, spelling, punctuation, paragraphing or usage errors.		
FORMAT		
My paper has at least SIX full pages of text 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).		
I have made all changes from my rough draft to my final copy of the research paper.		

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

RESEARCH PAPER GOOGLE SLIDES

You must have at least 10 Slides. Your slides should contain information that is ***relevant to your thesis*** and be incorporated into your presentation. **In addition, information received from the interview must be incorporated somewhere in the presentation – quotes where relevant and powerful, paraphrasing and sentence fragments elsewhere.**

The following slides are required:

- One slide with the title of benchmark and your name
- One slide with the thesis statement
- One slide with your interview information
- At least three slides supporting your side of the argument
- Slide showing the counterargument
- Slide with a visual - *see below for suggestions
- Conclusion slide
- Works Cited slide at end (Your works cited list should only include the sources you used when putting together your Google slides – don't simply copy your works cited from your research paper. It will most likely be different!)

*For the remainder of slides, suggestions include:

- Properly cited graphs or charts
- Properly cited number/percent facts
- Properly cited quotes
- Properly cited pictures
- Solution to problem
- Place(s) to get help, further information
- Timeline/historical data

Use only six-seven lines per slide as well as six to seven words per line

*****NO SOUNDS OR ANIMATION**

The exception to the NO SOUNDS OR ANIMATION:

This will be only considered, by the advisors, if the student is able to download and embed an appropriate video, movie clip or sound into your slides. You will need to prove that it will be of value to your presentation.

***Revised slides needed prior to presentation!**

What is Appropriate Dress for a Benchmark Presentation?

Presentation Attire Females

- Dress
- Dress pants
- Skirt and blouse
- Dress shoes

Clothing must be clean, pressed, and worn neatly



Presentation Attire Males

- Dress pants
- Collared dress shirt
- Tie
- Dress shoes

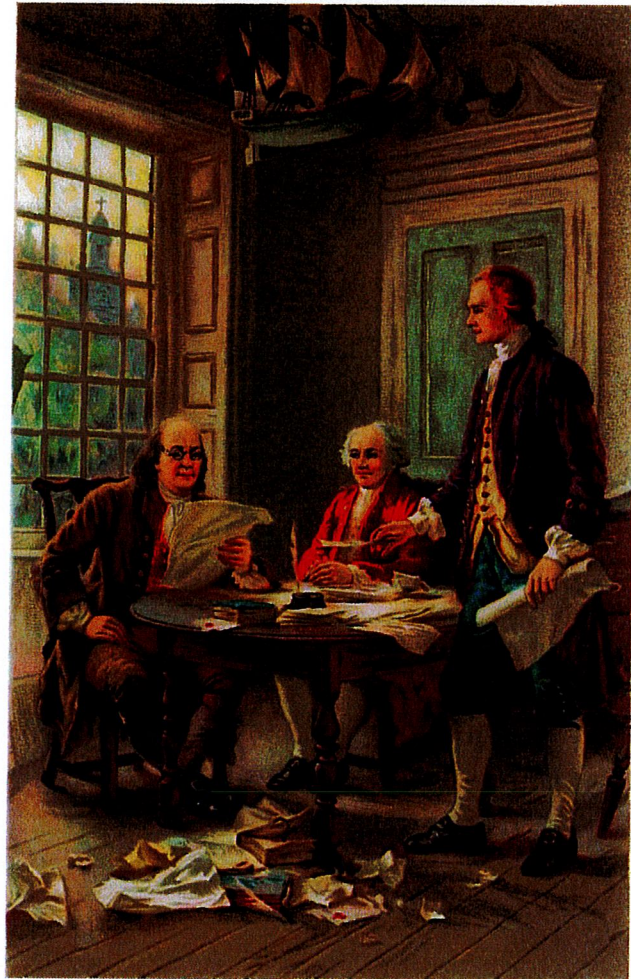
Clothing must be clean, pressed and worn neatly (tucked in, buttoned down shirt)

Attire **NOT** Appropriate for a Benchmark Presentation:

Hats
Work boots
Sneakers
Flip flops
Sandals
T-shirts
Tank tops/halter tops
Sundresses
Shorts
Sweatshirts
Jeans

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/Definitions/Other

III. Counterargument: _____

IV. Reason #1: _____

V. Reason #2: _____

VI. Reason #3: _____

VII. Conclusion/your opinion

I. Introduction

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

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

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

D. Thesis statement to be proved:

II. Background Information/History: _____

A. Supporting detail paragraph: _____

B. Supporting detail paragraph: _____

C. Supporting detail paragraph: _____

D. Supporting detail paragraph: _____

E. Concluding paragraph for this section: _____

III. State the counterargument(s): _____

A. Supporting detail paragraph about the most popularly held counterargument: _____

B. Supporting detail paragraph that shows your side is correct: _____

C. Supporting detail paragraph out the second most popularly held counterargument: _____

D. Supporting detail paragraph that shows your side is correct: _____

E. Concluding paragraph for this section that explains how your reasons prove your thesis: _____

IV. State this section's reason/focus: _____

A. Supporting detail paragraph about: _____

B. Supporting detail paragraph about: _____

C. Supporting detail paragraph about: _____

D. Supporting detail paragraph about: _____

E. Concluding paragraph for this section that explains how your reason proves your thesis:

V. State this section's reason/focus: _____

A. Supporting detail paragraph about: _____

B. Supporting detail paragraph about: _____

C. Supporting detail paragraph about: _____

D. Supporting detail paragraph about: _____

E. Concluding paragraph for this section that explains how your reason proves your thesis:

-------	--

VI. State this section's reason/focus: _____

A. Supporting detail paragraph about: _____

B. Supporting detail paragraph about: _____

C. Supporting detail paragraph about: _____

D. Supporting detail paragraph about: _____

E. Concluding paragraph for this section that explains how your reason proves your thesis:

VII. Conclusion

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

B. Restate thesis:

C. Summarize points to show your thesis statement was proven:

D. Your educated opinion on the future of this topic:

--	--

Outline

You should be aware of the three most important reasons why your argument is the correct one. This will help during the research, note-taking, and rough drafting portions of your paper.

Directions: Type out your outline which should 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 to be proved

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. Counterargument /What is the other side of this argument?

- A. State the other side's argument
- B. Quote w. In-Text Citation
- C. Explain the quote
- D. Refute the argument
- E. Quote w. In-Text Citation
- F. Explain the quote
- G. Refute the argument
- H. Clincher/Concluding Sentence Restating

IV. What is your first reason? (Possibly an answer to a research question) *

- A. State your answer
- B. Quote w. In-Text Citation
- C. Explain the quote
- D. Analyze how this quote proves your claim for this section
- E. Quote w. In-Text Citation
- F. Explain the quote
- G. Analyze how this quote proves your claim for this section
- H. Clincher/Concluding Sentence

V. **What is your second reason? (Possibly an answer to a research question) ***

- A. State your answer
- B. Quote w. In-Text Citation
- C. Explain the quote
- D. Analyze how this quote proves your claim for this section
- E. Quote w. In-Text Citation
- F. Explain the quote
- G. Analyze how this quote proves your claim for this section
- H. Clincher/Concluding Sentence

VI. **What is your third reason? (Possibly an answer to a research question) ***

- A. State your answer
- B. Quote w. In-Text Citation
- C. Explain the quote
- D. Analyze how this quote proves your claim for this section
- E. Quote w. In-Text Citation
- F. Explain the quote
- G. Analyze how this quote proves your claim for this section
- H. Clincher/Concluding Sentence

VII. **Conclusion**

- A. Restate your evidence-based claim
- B. Briefly summarize your three points/arguments
- C. What are potential long-term consequences if your argument is ignored?
- D. 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.***

Appendix B:

Rubrics

SENIOR BENCHMARK RESEARCH PAPER RUBRIC

Criteria	Level 6 100-90	Level 5 89-80	Level 4 79-65	Level 3 64-50	Level 2 49-25t	Level 1 24-0
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of texts	<p>Introduce a precise and insightful claim/thesis as directed by the task</p> <p>Demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p>	<p>Introduce a precise and thoughtful claim /thesis as directed by the task</p> <p>Demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p>	<p>Introduce a precise claim /thesis as directed by the task</p> <p>Demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p>	<p>Introduce a reasonable claim /thesis as directed by the task</p> <p>Demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims</p>	<p>Introduce a claim /thesis</p> <p>Demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims</p>	<p>Did not introduce a claim/thesis</p> <p>Do not demonstrate analysis of the texts</p>
Command of Evidence: the extent to which the essay presents evidence from the researched texts to support analysis	<p>Present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis</p> <p>Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>Present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis</p> <p>Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>Present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis</p> <p>Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>Present ideas briefly, making use of some specific and relevant evidence to support analysis</p> <p>Demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>Present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant</p> <p>Demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>Present little or no evidence from the texts</p> <p>Did not make use of citations</p>
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	<p>Exhibit skillful organization of ideas and information to create a cohesive and coherent research paper</p> <p>Establish and maintain a formal style, using sophisticated language and structure</p>	<p>Exhibit logical organization of ideas and information to create a cohesive and coherent research paper</p> <p>Establish and maintain a formal style, using fluent and precise language and sound structure</p>	<p>Exhibit acceptable organization of ideas and information to create a coherent research paper</p> <p>Establish and maintain a formal style, using precise and appropriate language and structure</p>	<p>Exhibit some organization of ideas and information to create a mostly coherent research paper</p> <p>Establish but fail to maintain a formal style, using primarily basic language and structure</p>	<p>Exhibit inconsistent organization of ideas and information, failing to create a coherent research paper</p> <p>Lack of formal style, using some language that is inappropriate or imprecise</p>	<p>Exhibit little organization of ideas and information</p> <p>Are minimal, making assessment unreliable</p> <p>Use language that is predominantly incoherent, inappropriate, or copied directly from the texts</p>
Control of Conventions: the extent to which the paper demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, spelling, and format guidelines	<p>Demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>Demonstrate partial control, exhibiting occasional errors that do not hinder comprehension.</p>	<p>Demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>Demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>Are minimal, making assessment of conventions unreliable</p>

Source: New York State Regents Examination in English Language Arts (Common Core) Part 2 Rubric: Writing to Sources - Argument

Slides Rubric for Benchmark

You must pass in all categories to receive a signature on your checklist.

Criteria	Yes	No
All mandatory slides are present.		
Grammar corrections have been made.		
Typos have been fixed.		
Citations are present and correct.		
Order is coherent/logical/persuasive.		
Slides are organized and visually appealing.		

**Lyons High School
Benchmark Presentation Rubric**

	Exceeds the Standard (10 points)	Meets the Standard (7 points)	"Not Yet" at the Standard (5 points)
Introduction	The introduction is extremely clear and purposeful. It captures the listener's attention and sets the stage for the presentation. It is unique, creative and highly appropriate.	The introduction is clear and apparent. It sets the purpose for the presentation.	The introduction needs improvement or is non-existent. It is lacking purpose. It does not capture the listener's attention.
Research	Significant relevant research is presented.	Sufficient research is presented.	Research is insufficient.
Persuasion	Provides multiple arguments and is obviously persuasive in nature.	Uses less/less effective arguments/reasons to support thesis. Somewhat persuasive.	Persuasion is ineffective or not evident.
Counterargument	Presenter thoroughly refutes the alternate viewpoint.	Presenter provides alternate viewpoint and refutes it somewhat.	Presenter does not provide alternate viewpoint. OR Presenter provides alternate viewpoint without refuting it.
Conclusion Clarity Appropriateness	The conclusion unites the important points of the presentation and makes a lasting impact. Encourages further discussion.	The conclusion is clear and consistent. It provides a sense of completion.	The presentation lacks a conclusion or is irrelevant or inconsistent with the content presented.
Public Speaking Skills	Excellent Public Speaking Skills:	Effective Public Speaking Skills:	Ineffective Public Speaking Skills:
Voice Quality: <i>Tone, Volume, & Pace</i>	Uses a tone that is engaging to the listener. Projects voice very well.	Has an expressive voice; maintains appropriate volume; mostly maintains an even pace.	Lacks change in tone; monotone; difficult to hear throughout presentation; uneven pace; speaks too fast or mumbles. Nervousness takes away from the presentation; shows discomfort in speaking; lacks enthusiasm; limited or no eye contact. Reads entirely from notes. Many distracting vocal fillers and physicals mannerisms.
Poise: <i>Body Language</i>	Is clear and articulate; maintains an even pace. Displays relaxed body language; is enthusiastic; displays confidence in speaking; maintains consistent eye contact.	Maintains good posture, has a calm delivery; shows enthusiasm; makes eye contact with natural minimal use of notes or looking away. Minimal distracting vocal fillers or physical mannerisms.	
Attitude & Eye Contact	No evidence of distracting vocal fillers or physical mannerisms.		
Expertise in Field Knowledge	Thoroughly demonstrates knowledge of content presented.	Adequately demonstrates knowledge of content presented.	Shows minimal knowledge of the content presented.
Insight Reflection	Presenter shows expertise in the field while answering questions.	Presenter shows knowledge in the field while answering questions.	Presenter shows a lack of understanding/knowledge in the field while answering questions.
Attire	Thoroughly demonstrates appropriate appearance for the presentation.	Demonstrates appropriate appearance for the presentation.	Fails to demonstrate appropriate appearance for the presentation.
Length	The length of the presentation is between ten to twelve minutes (not including questions).	The length of the presentation is at least eight minutes (not including questions). OR The presentation is over 12 minutes.	The length of the presentation is less than eight minutes (not including questions). AUTOMATIC FAIL!
Totals			

***Student must average at least 59 points to pass Benchmark Presentation.

Student _____

Comments: _____

Total Score _____

