

Westward Expansion Research Report



Directions: Using the notes you have gathered during your webquest as well as your social studies text book, you will write a research report to answer one of the essential questions listed below or an inquiry question you and your group has create. Your research report will be graded according to the rubric on the next page.

Essential Questions

How did the expansion of the United States affect people inside and outside the country?

How did the Louisiana Purchase and the Lewis and Clarke expedition impact westward expansion?

How did new forms of transportation affect westward expansion?

How did relations with Native Americans affect westward expansion?

Informative Domain Scoring Guide

Domain	Focus	Content	Organization	Style	Conventions
Advanced 4	The paper sticks to the topic question and had a clear position throughout the paper. “I can clearly see your point.”	STRONGLY developed information. Includes STRONG supporting details, facts, examples or descriptions that elaborate “This paper SHOWS me the ideas and I fully understand.”	Well defined paragraphs that contain effective topic sentence and skillful use of transition words and phrases to clearly present their research report. "Really makes the reader think"	A STRONG writer voice is created by successfully using SOPHISTICATED choice of words and sentence structure. Wow! That was beautiful! I feel like the writer is here reading the piece to me.	Few errors <input type="checkbox"/> Complete Sentences <input type="checkbox"/> Grammar <input type="checkbox"/> Verb Tense <input type="checkbox"/> Capitals <input type="checkbox"/> Punctuation <input type="checkbox"/> Paragraph(s) indented <input type="checkbox"/> Spelling "Close to perfection"
Proficient 3	The paper sticks to the topic question and had a clear position throughout most of the paper. “I think I see your point.”	Developed information that includes MANY RELATED details, facts, examples or descriptions that elaborate "The paper TELLS me the ideas and I understand."	Ideas are presented in logical order using paragraphs that contain topic sentences and transition "The great flow of ideas makes it a pleasure to read"	A writer voice is created by using a variety of words and sentence structure. “This was enjoyable to read.”	Some errors <input type="checkbox"/> Complete Sentences <input type="checkbox"/> Grammar <input type="checkbox"/> Verb Tense <input type="checkbox"/> Capitals <input type="checkbox"/> Punctuation <input type="checkbox"/> Paragraph(s) indented <input type="checkbox"/> Spelling 'Not perfect yet'



Basic 2	Has a topic but mixed up point and position. “This never makes a point”	Information that includes SOME details, facts, examples or descriptions that elaborate "I have some BIG questions about your information"	Ideas are not presented in logical order, but student attempts paragraphs and transitions. “The order of ideas makes this very hard to read.”	A LIMITED writer voice is created by using descriptive language, and limited variety of sentence structure. “I have a tough time reading this with expression.”	Many errors <input type="checkbox"/> Complete Sentences (many fragments) <input type="checkbox"/> Grammar <input type="checkbox"/> Verb Tense <input type="checkbox"/> Capitals <input type="checkbox"/> Punctuation <input type="checkbox"/> Paragraph(s) indented <input type="checkbox"/> Spelling "There are enough mistakes that make it hard to read."
Below Basic 1	Unclear topic. No point to the story. “If I was not told what you were writing about, I would not know.” "Your information makes no sense"	Information with FEW, if any, developed ideas with related details, facts, or position. “You drop ideas on the paper, but never developed the information.”	Ideas are presented without order, paragraphs, or transitions. "I am really confused. I cannot read this. I cannot follow what you are saying."	MINIMAL evidence of writer voice is created as a result of only common words and simple sentences. “The ideas are not written to excite me”	Errors interfere with meaning <input type="checkbox"/> Complete Sentences (Too many fragments) <input type="checkbox"/> Grammar <input type="checkbox"/> Verb Tense <input type="checkbox"/> Capitals <input type="checkbox"/> Punctuation <input type="checkbox"/> Paragraph(s) indented <input type="checkbox"/> Spelling “I cannot read your information”

Grading Scale:

20... A+	17... B+		
19... A	16... B	14... C	10 - 12... Basic
18... A-	15... B- / C+	13... C-	9-0... Below Basic

Teacher Thoughts:

Mr. Kelly's Evaluation =



My Evaluation =

