

Students Name

# Research Paper Rubric

	Above Standard	Meets Standard	Approaches Standard	Below Standard	Missing
<b>Resources Cited</b>	<input type="checkbox"/> <p>Quality and types of sources enhance topic. An extensive variety of sources relevant, accurate and reliable to the thesis expand ideas and give credibility to the research. Lists and cites sources using MLA format. Paper includes (your number of pages x2) quotes [ W-10-6.5]</p>	<input type="checkbox"/> <p>Includes required number and types of sources for researching topic. Sources cited in the body of the paper are relevant, accurate and reliable. Lists and cites sources using MLA format. Paper includes (your number of pages x2) quotes [ W-10-6.5]</p>	<input type="checkbox"/> <p>Number and/or types of sources are nearly sufficient for researching topic. Few sources cited in the body are relevant, accurate or reliable. Lists and cites sources using MLA format. Paper includes (your number of pages x2) quotes [ W-10-6.5]</p>	<input type="checkbox"/> <p>Significantly insufficient number and/or types of sources used for researching topic. Most sources cited in body of paper are missing and/ or irrelevant and/ or unreliable. Lists and cites sources using MLA format. Paper includes (your number of pages x2) quotes [ W-10-6.5]</p>	
<b>Purpose and idea development</b>	<input type="checkbox"/> <p>Effectively conveys purpose by establishing a topic through selecting and using formal, informal, literary, and/or technical language appropriate to the audience and context [W-12-7.1; W-12-7.3]</p>	<input type="checkbox"/> <p>Effectively conveys purpose by establishing a topic appropriate to the audience [W-10-7.1; W-10-7.3]</p>	<input type="checkbox"/> <p>Attempts to establish a topic; however, it is not developed (e.g., may simply state what is common knowledge or is too broad an issue to address) [W-10-7.1; W-10-7.3]</p>	<input type="checkbox"/> <p>States a topic, but lacks purpose and/or development. [W-10-7.1; W-10-7.3]</p>	
<b>Evidence</b>	<input type="checkbox"/> <p>Includes facts and details that specifically address readers concerns with significant depth of information to support conclusions with evidence with appropriate quotes.[W-12-8.2; R-12-15.4]</p>	<input type="checkbox"/> <p>Includes sufficient details or facts for appropriate depth of information to support conclusions with evidence with appropriate quotes [W-10-8.2; R-10-15.4]</p>	<input type="checkbox"/> <p>Includes some facts/details to support ideas presented with minimal quotes. [W-12-8.2; R-12-15.4]</p>	<input type="checkbox"/> <p>Includes little or no facts/details to support ideas presented without quotes. [W-12-8.2; R-12-15.4]</p>	
<b>Analysis &amp; Synthesis of Information</b>	<input type="checkbox"/> <p>Analysis/ interpretation of information presented, is compelling while relevant/valid/ credible to the purpose, thesis, and audience.[R12-15.2; W-12-8.1]</p>	<input type="checkbox"/> <p>Analysis/ interpretation of information presented, is accurate, complete and relevant to purpose, thesis, and audience. [R10-15.2; W-10-8.1]</p>	<input type="checkbox"/> <p>Analysis/ interpretation of information is not entirely accurate, complete, and/or relevant to purpose, thesis, and audience. [R10-15.2; W-10-8.1]</p>	<input type="checkbox"/> <p>Analysis/ interpretation of information is mostly inaccurate, incomplete, and/ or irrelevant to purpose, thesis, and audience. [R10-15.2; W-10-8.1]</p>	

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<b>Thesis</b>	States and maintains a complex controlling idea/focus/thesis [W.12-7-7.2] <input type="checkbox"/>	States and maintains a controlling idea/focus/thesis [W.10-7-7.2] <input type="checkbox"/>	Controlling idea/focus/thesis is not consistently maintained throughout. [W.10-7-7.2] <input type="checkbox"/>	Little evidence of controlling idea/focus/thesis. [W.10-7-7.2] <input type="checkbox"/>	
<b>Organization [W-6]</b>	Paragraphs contain one clear, main idea and all of the information in that paragraph supports that idea. Transitions are often used to connect one idea to the next. <input type="checkbox"/>	Paragraphs contain one clear, main idea and all of the information in that paragraph supports that idea. <input type="checkbox"/>	Some paragraphs may contain more than one main idea. Supporting evidence does not always support the main idea of the paragraph. <input type="checkbox"/>	The paragraphs are not properly organized, and it is difficult to tell what the main idea is in each paragraph. <input type="checkbox"/>	
<b>Language [W-10]</b>	Language used is appropriate and especially clear. You have an excellent vocabulary. <input type="checkbox"/>	All of the language is appropriate for an academic paper. <input type="checkbox"/>	Some of the language is not appropriate for an academic paper. <input type="checkbox"/>	The language is not appropriate for an academic paper. <input type="checkbox"/>	
<b>Grammar [W-9]</b>	Demonstrates control of usage, grammar, punctuation, capitalization, and spelling [W-12-9.1, W-12-9.2; W-12-9.4; W-12-9.5] <input type="checkbox"/>	Demonstrates control of usage, grammar, punctuation, capitalization, and spelling. Occasional errors do not interfere with meaning [W-10-9.1, W-10-9.2; W-10-9.4; W-10-9.5] <input type="checkbox"/>	Demonstrates some control of usage, grammar, punctuation, capitalization, and spelling. Errors begin to interfere with meaning. <input type="checkbox"/>	Demonstrates little control of usage, grammar, punctuation, capitalization, and spelling. Numerous errors interfere with meaning. <input type="checkbox"/>	
<b>Format</b>	Your paper perfectly follows proper MLA format for in-text citations and works cited. <input type="checkbox"/>	Your paper may contain a few errors in MLA format, but most of the citations are well done. <input type="checkbox"/>	Your paper attempts to follow MLA format, but there are several mistakes in format of in-text citations or works cited. <input type="checkbox"/>	Your paper does not properly follow MLA format. <input type="checkbox"/>	

Senior Seminar and Advisor Signatures