

Name: _____

Research Paper Rubric

	4	3	2	1
Content and Focus	<ul style="list-style-type: none"> • Exceptionally clear, focused, interesting thesis. • Strong, rich supporting details and examples that prove thesis. • A meaningful conclusion explaining the importance of the research and how it can be used. 	<ul style="list-style-type: none"> • Clear thesis which maintains a consistent focus from beginning to end. • Specific supporting details are present. • A clear conclusion as to why the research is important. 	<ul style="list-style-type: none"> • Contains thesis but with inconsistent focus. • Generalized supporting details that prove thesis. • Conclusion tends to summarize research. 	<ul style="list-style-type: none"> • Thesis statement lacks clarity and focus. • Inadequate or missing supporting details. • Missing a summarizing conclusion.
Organization	<ul style="list-style-type: none"> • Strong introduction and conclusion. • Consistent and coherent logical progression. • Uses clear and skillful transitions. 	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Illustrates some consistency and shows some logical progression. • Uses clear transitions. 	<ul style="list-style-type: none"> • Introduction and conclusion is present but not clear. • Show some attempt of consistency and order. Paper shows attempt of transitions between paragraphs. 	<ul style="list-style-type: none"> • Unable to clearly identify introduction and conclusion. • Lack of consistency and order. • Paper shows little or no attempt of transitions between paragraphs.
Style	<ul style="list-style-type: none"> • Written in formal language (avoids slang, completely). • Elaborate and colorful language. • Consistently strong and varied sentence structure. • Direct quotes support student's ideas. • Paper written in student's own words. 	<ul style="list-style-type: none"> • Majority of paper written in formal language. • Language appropriate to topic. • Words convey intended message. • Direct quotes support student's ideas. • Majority of paper written in student's own words. 	<ul style="list-style-type: none"> • Some use of formal language recognized; informal language is dominant. • Most language is appropriate to topic. Able to get vague idea of message. • Some parts of paper written in student's own words. 	<ul style="list-style-type: none"> • Paper frequently uses informal language. • Language is not appropriate to topic. • Message is unclear. • Majority of paper is plagiarized.
Sources/Format	<p>Follows MLA guidelines:</p> <ul style="list-style-type: none"> • Uses 5 or more cited sources. • Sources meet the guidelines for types of sources. • All parenthetical documentation is MLA correct (author's name, pg. #). • Works Cited page is MLA correct. • All researched info is documented. 	<p>Follows MLA Guidelines with few exceptions:</p> <ul style="list-style-type: none"> • 3-4 cited sources used. • Sources meet the guidelines for types of sources. • Few errors noted in parenthetical documentation. • Majority of Works Cited page is MLA correct. • Most research info is Documented. 	<ul style="list-style-type: none"> • Inconsistent use of MLA style guidelines. Less than 3 cited sources used. • Majority of parenthetical documentation done incorrectly. • Random MLA documentation. • Rarely documents sources. 	<ul style="list-style-type: none"> • Fails to follow MLA style Guidelines. • Less than 3 cited sources used little or no parenthetical documentation. • Works Cited page is not understandable.
Conventions	<p>Superior editing. Rarely makes errors in the following areas:</p> <ul style="list-style-type: none"> • Spelling and mechanics. • Correct usage and grammar. 	<p>Careful editing. Makes few errors in the following areas:</p> <ul style="list-style-type: none"> • Spelling and mechanics • Correct usage and grammar 	<p>Some evidence of editing:</p> <ul style="list-style-type: none"> • Extensive spelling and grammatical errors. 	<p>Poor editing:</p> <ul style="list-style-type: none"> • Spelling and grammatical errors make it difficult to read paper.

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Rosina Ehmann



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