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| **Research Paper Rubric**  |
|  | **Excellent** | **Good** | **Fair** | **Below Average** | **Unacceptable** |  |
| **Thesis Statement ~ 10 points**  | Thesis statement was clearly stated at the end of the introductory paragraph and was consistently maintained throughout the paper. Clear & important references to the topic were stated. Position was clear. (10-9 pts.) | Thesis statement was clearly stated and was consistently maintained throughout the paper. Important references to the topic were stated, but clearer ones could have been mentioned. Position could be clearer. (8-7 pts.)  | Basic thesis statement was attempted, but was not consistently maintained throughout the paper. A few important references to the topic were mentioned. Position is unclear. (6-5 pts.)  | Thesis statement was attempted, but was very weak and incomplete. One or no references to the topic were mentioned. Position is very unclear. (4-3 pts.)  | Thesis statement could not be determined. Position could not be determined. (2-0 pts.)  |  |
| **Supporting Evidence ~ 30 points**  | Historical/Textual evidence and cited research clearly supported the assertion/thesis. Evidence and quotes were sufficient. (30-25 pts.) | Historical/Textual evidence and cited research clearly supported the assertion/thesis, but quotes and evidence were insufficient. (24-19pts.)  | Thesis was supported by limited historical/textual evidence and research. Some evidence and quotes were improperly cited.(18-13 pts.)  | The paper contained very few instances of historical/textual evidence and research. Most quotes were improperly cited and did not fully support the thesis statement. (12-7 pts.)  | The paper contained no historical/textual evidence and research. There were no properly cited quotes that supported the thesis statement. (6-0 pts.)  |  |
| **Organization ~ 15 points**  | The paper had a focused presentation of the issue and an introduction that hooked the reader into the paper. Clear beginning, middle, and end. Effective transitions were used. (15-13 pts.)  | The paper had a somewhat focused presentation of the issue and an introduction that hooked the reader. Beginning, middle and end were somewhat clear. Most paragraphs had 5-7 sentences and transitions were used. (12-10 pts.)  | The paper had a vague presentation of the issue and an attempt to create an attention-grabbing introduction was made. Some paragraphs had between 5-7 sentences and some transitions were used. (9-7 pts.)  | The paper did not clearly present the issue. The introduction was 'dry' and showed little originality. The paper was poorly organized. Paragraph length and transition use were inconsistent. (6-4 pts.)  | The paper did not clearly present a position and there was little to no organization throughout the paper. (3-0 pts.)  |  |
| **Format ~ 10 points**  | The paper was a full 5 pages long. It was done in the proper MLA format with parenthetical citations and included an accurate works cited page. (10-9 pts.)  | The paper was a full 5 pages long, but there were some errors in MLA formatting/citations in the paper and the works cited page was partially inaccurate. (8-7 pts.)  | The paper was shorter than 5 pages. It was done in the proper MLA format with parenthetical citations and included an accurate works cited page. (6-5 pts.)  | The paper was shorter than 3 pages and there were some errors in MLA formatting/citations in the paper and the works cited page was partially inaccurate. (4-3 pts.)  | The paper was shorter than 3 pages and it appears that no attempt was made to follow MLA formatting/citations within the paper and in the works cited page. (2-0 pts.)  |  |
| **Conventions ~ 10 points**  | There were virtually no mistakes in spelling, punctuation, and grammar. (10-9 pts.)  | There were 5 or fewer mistakes in spelling, punctuation, and grammar (8-7 pts.)  | There were 7 or fewer mistakes in spelling, punctuation, and grammar (6-5 pts.)  | There were 8 to 14 mistakes in spelling, punctuation, and grammar. (4-3 pts.)  | There were 15 or more errors in spelling, punctuation, and grammar. (2-0 pts.)  |  |

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