

Name:

Dutchtown High School: Senior Research Paper Rubric
Content

	Exceeds Standard- 25	Meets Standard-20	Near Standard-15	Below Standard-10
Focus	<ul style="list-style-type: none">Thesis demonstrates original thinking and is well developed (clear & arguable)	<ul style="list-style-type: none">Thesis is established and is developed (clear & arguable)	<ul style="list-style-type: none">Thesis is partially established or not developed	<ul style="list-style-type: none">Thesis is vague, unclear, or shows little direction
Support & Elaboration	<ul style="list-style-type: none">The position is richly supported with relevant information from each of the source materialsSophisticated analysis of evidence is grounded in the source materials	<ul style="list-style-type: none">The position is well supported, typically using relevant information from each of the source materialsThoughtful analysis of evidence grounded in source material	<ul style="list-style-type: none">The position is somewhat supported and may not use relevant information from each of the source materialsLimited analysis or choice of evidence grounded in source material	<ul style="list-style-type: none">The position is not supported by the source materials, <u>OR</u> the information is not relevant, <u>OR</u> the support provided is copied verbatimInadequate analysis or choice of evidence grounded in source material
Organization	<ul style="list-style-type: none">Thesis is insightfully supported by the body of the paperThesis is reiterated and expanded upon in the conclusion	<ul style="list-style-type: none">Thesis is supported by the body of the paperThesis is reiterated in the conclusion	<ul style="list-style-type: none">Thesis is not fully supported by body of the paperThesis is alluded to in the conclusion or is repeated verbatim	<ul style="list-style-type: none">Thesis is not supported by the body of the paperThesis is not evident in the conclusion
Introduction, Topic Sentences, & Conclusion	<ul style="list-style-type: none">Engaging opening introduces the essay's topic and inspires thinking; logically proceeds to thesisEach topic sentence clearly connects to the thesis and offers an identifiable, well-phrased idea to be proven in the paragraphLesson is clearly illustrated and explained in conclusion	<ul style="list-style-type: none">Generally engaging opening; presentation of general topic <u>OR</u> transition between general opening and specific thesis statement may need developingEach topic sentence generally connects to the thesis but the main idea may need to be clarifiedLesson is explained in conclusion	<ul style="list-style-type: none">Opening is functional but is too brief and/or simplistic; topic is apparent but needs further developmentSome of the topic sentences clearly connect to the thesis and offer well-phrased ideas to be proven in the paragraphsLesson is alluded to but not specifically stated in conclusion	<ul style="list-style-type: none">Opening is ineffective, poorly organized, and undeveloped; lack of transition from topic to thesisTopic sentences are absent <u>OR</u> they consistently lack focused ideas and don't connect back to the thesisNo lesson is apparent in conclusion

Grade: _____/100 points (X2 Test Grade)

Dutchtown High School: Senior Research Paper Rubric
Mechanics

	Exceeds Standard-11	Meets Standard-9	Near Standard-7	Below Standard-5
Conventions of English	<ul style="list-style-type: none"> • Exceptional use of mechanics (no errors in spelling, punctuation, capitalization) • Effective use of sentence combining/complexity • Paper is free of all sentence fragments and run-on sentences • Paper contains no instances of comma splices 	<ul style="list-style-type: none"> • Appropriate use of mechanics (few errors in spelling, punctuation, capitalization) • Some evidence of sentence combining/complexity • Paper contains 1-2 sentence fragments and/or run-on sentences • Paper contains 1-2 comma splices 	<ul style="list-style-type: none"> • Limited use of mechanics (several errors in spelling, punctuation, capitalization) • Little evidence of sentence combining/complexity • Paper contains few sentence fragments and/or run-on sentences • Paper contains few comma splices 	<ul style="list-style-type: none"> • Lack of competency in mechanics (multitude of errors in spelling, punctuation, capitalization) • Sentences are short and simple in structure; • Paper contains multiple sentence fragments and/or run-on sentences • Paper contains multiple comma splices
References & Paper Format	<ul style="list-style-type: none"> • Utilizes credible print, Internet, and database sources beyond minimum to support thesis • Paper follows correct MLA Style in all areas 	<ul style="list-style-type: none"> • Utilizes minimum (3) credible print, Internet, and database sources to support thesis • Paper follows correct MLA Style (-1 area) 	<ul style="list-style-type: none"> • Utilizes too few (2) credible print, Internet, or database sources to support thesis • Paper mostly follows correct MLA Style (-2 areas) 	<ul style="list-style-type: none"> • Utilizes only 1 credible print, Internet, or database source to support thesis • Paper fails to follow correct MLA Style (-3 or more areas)
Works Cited	<ul style="list-style-type: none"> • Works Cited title is centered at the top of the page and the header continues from the paper • All sources are documented and contain the necessary information • All citations are in alphabetical order by the first word of the citation 	<ul style="list-style-type: none"> • Works Cited title is centered at the top of the page • All sources are documented, and most have the necessary information • Most citations are in correct alphabetical order by the first word of the citation 	<ul style="list-style-type: none"> • Works Cited title is not centered or another title is used • All sources are documented, but some are missing the necessary information or it is inaccurate • Some citations are in correct alphabetical order by the first word of the citation 	<ul style="list-style-type: none"> • The page has no title • None of the sources are documented with the necessary information • There does not appear to be an attempt to put citations in correct alphabetical order by the first word of the citation

Grade: _____/33 points (X1 Test Grade)