

Lisbon Regional School Research Rubric Name _____ Title _____ Date _____

Criteria	Proficient w/ Distinction (4)	Proficient (3)	Basically Proficient (2)	Incomplete (1)
Introduction/Thesis (C #2)	The introduction includes an effective hook. The thesis is clear, well-developed, and defensible.	The introduction includes an interesting hook. The thesis is clear and states the topic of the paper.	The introduction includes an adequate hook and a thesis statement that states the topic of the research paper.	The introduction may lack a hook and/or thesis statement that states the topic of the research paper.
Body Paragraphs/ Ideas (C #2)	The body paragraphs include effective topic sentences, supporting examples, research-based evidence, and explanations. The writer's ideas are clearly presented and explained.	The body paragraphs include adequate topic sentences, supporting examples, research-based evidence, and explanations. The writer's ideas are presented and explained.	The body paragraphs include an attempt at topic sentences, supporting examples, research-based evidence, and explanations. The writer's ideas are partially presented and explained.	The body paragraphs lack topic sentences, supporting examples, research-based evidence, and explanations. Little to no research is presented.
Conclusion (C #2)	The conclusion reinforces the thesis and main ideas, and may provide a statement of significance.	The conclusion restates the thesis and main ideas.	The conclusion attempts to provide a basic summary of the topic.	The paper lacks a conclusion.
Organization (C#2)	Ideas are arranged logically to support the central purpose or argument. They flow smoothly from one to another, and are clearly linked to each other.	Ideas are arranged logically to support the central purpose or argument. They are usually linked to each other.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together.	The writing is not logically organized. Frequently, ideas fail to make sense together.
Grammar, Usage, and Mechanics (C#3)	The writer has control of grammar, usage, and mechanics. The writing is free or almost free of errors.	There are occasional errors that do not distract from the writing.	The writing has several errors that may distract the reader.	The errors in the paper prevent the reader from reading.
*Quality of Research (C #1)	The reader is confident that the information can be trusted. The writer always attributes ideas and direct quotations to the original source.	The reader is certain of the reliability of most of the sources. The writer attributes ideas and direct quotations to the original source.	The reader may doubt the accuracy of some of the material presented. The writer may occasionally fail to attribute ideas to the original source or may have sources on the Works Cited page that are not cited in the paper.	The reader doubts the accuracy of much of the material presented. The writer fails to attribute ideas to the original source or may have sources on the Works Cited page that are not cited in the paper.
MLA Format (C#1)	The paper has no MLA formatting errors. The paper is set up properly and the sources are correctly cited.	The paper has minor MLA formatting errors in either the set-up or the citations.	The paper has minor MLA formatting errors in both the set-up and citations.	The paper has major MLA formatting errors.

*Plagiarism is not tolerated. Please refer to Lisbon's plagiarism policy

Score:

Add total number of points earned on rubric and convert to GPA score using the following conversion chart.

28=4.0	21=3.0	14=2.0	7=1.0
26-27=3.8	19-20=2.8	12-13=1.8	<6=0
24-25=3.5	17-18=2.5	10-11=1.5	
22-23=3.3	15-16=2.3	8-9=1.3	

Competencies:

Report as PD, P, BP, I, or N (if no evidence is presented)

#1 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. _____

#2 Present information, findings, and supporting evidence clearly such that listeners or readers can follow the line of reasoning and the organization, development, and style are appropriate to task, purposes, and audience. _____

#3 Demonstrate command of the conventions of Standard English grammar and usage. _____