

## Research Paper and Presentation Rubric

NAME: \_\_\_\_\_

TOTAL \_\_\_\_\_ / 48 (*Note: 75% is passing*)

### RESEARCH PAPER (10 pages plus a works cited page)

	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Below Basic 1</b>
<b>FOCUS</b>	Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.	Clear controlling point made about a single topic with general awareness of task and audience.	Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience.	Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience.
<b>CONTENT</b>	Substantial, relevant illustrative content that demonstrates clear understanding of purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.	Adequate, specific, and/or illustrative content that demonstrates understanding of purpose. Sufficient elaboration with clearly presented information supported with well-chosen details.	Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information. May be an extended list.	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support. May be a bare list.
<b>ORGANIZATION</b>	Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.	Organized strategies and structures, such as logical order and transitions, which develop a controlling idea.	Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.	Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.
<b>STYLE</b>	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.	Limited control of language and sentence structures that creates interference with tone.	Minimal control of language and sentence structures that creates an inconsistent tone.
<b>CONVENTIONS</b>	Thorough control of sentence formation. Few errors present in grammar, usage, spelling and punctuation, but the errors do not interfere with meaning.	Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling and punctuation, but few of the errors interfere with meaning.	Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented. Many errors present in grammar, usage, spelling and punctuation and those errors interfere with meaning.	Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors present in grammar, usage, spelling and punctuation, and those errors interfere with meaning.
<b>MLA CITATION</b>	Correctly records all bibliographic information in works cited according to MLA style; in-text citations used correctly	Records bibliographic information in works cited according to MLA style with minimal errors; in-text citations sufficient	Records bibliographic information in works cited according to MLA style with many errors; in-text citations insufficient	Works cited submitted but does not follow MLA style; does not use in-text citations

### ORAL PRESENTATION

	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Below Basic 1</b>
<b>ORGANIZATION</b>	Well organized and developed with clear focus; uses an engaging beginning and thoughtful ending; smooth transitions	Presentation in sequential order, message is understood	Some degree or organization. Some evidence of a topic	Clearly unprepared and disorganized
<b>COMMUNICATION</b>	Mature language and grammar; excellent articulation; appropriate hand and body movements; maintains eye contact; proper voice projection; engaging	Appropriate language and grammar; good articulation; good eye contact and projection; appropriate body language	Some eye contact; some difficulty with projection; some grammar and language errors; excessive use of hands or other gestures	Poor grammar; poor articulation; no eye contact; poor body language
<b>CONTENT</b>	In total command of the material; VERY knowledgeable; VERY confident	Knowledgeable; confident	Some grasp of topic	Vague knowledge of topic
<b>POWERPOINT</b>	4 slides that display creativity and outstanding effort; title slide; relevant pictures; size 36 font	3 slides that display creativity and satisfactory effort; title slide; relevant pictures; size 36 font	2 slides; some effort evident; 2 pictures; no title slide; text too small	1 slide; minimal effort or creativity; 1 picture or irrelevant pictures; no title slide; text too small
<b>LENGTH</b>	9-10 minutes	7-8 minutes	5-6 minutes	Less than 5 minutes
<b>APPEARANCE /ATTIRE</b>	Professional attire (Suit, dress, tie, proper shoes)	Business Casual (collared shirt, slacks, skirt, proper shoes)	Casual	Inappropriate or sloppy