

## Research Paper Rubric

Name: \_\_\_\_\_

Score \_\_\_\_\_

/28

	<b>4</b>	<b>3</b>	<b>2</b>	<b>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
<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>PAPER LENGTH</b>	10 <b>full</b> pages minimum plus a works cited page	Does <b>not</b> meet the length requirement
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**Comments:**

\_\_\_\_\_ It is necessary for this student to personally meet with the teacher who graded this paper.

\_\_\_\_\_ It is not necessary for this student to personally meet with the teacher who graded this paper.

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Teacher Name and Room # (printed)

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Date

\* Student met with teacher on \_\_\_\_\_ (teacher must date and initial to verify)