**Research Paper Rubric**

Teacher: Date: Student:

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| **Meets TAGs?** |  2x missing S/V  2x verb tense  2x sentence pattern  3x cap/punct  3x spell-500 | **Yes / No** |

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|  | **Above standard** | **Standard** | **Below standard** | **Unsatisfactory** |

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| **Sentence Structure** | 30  Sentences are **natural and fluid. No mistakes** with verbs or other grammatical forms. Uses compound/complex sentence structures appropriate to the argument essay such as adverb clauses of reason, purpose and causation.. | 25  May have **minor, occasional errors.** Uses compound/complex sentence structures appropriate to the argument essay style such as adverb clauses of reason, purpose and causation. | 20  Structural errors make **one or two sentences very confusing**. OR, no successful attempt at any structures other than **simple sentences**. | 0  **Multiple grammatical errors** throughout the essay **make the essay difficult to understand**. May have repeated errors in word order, verb usage, run on sentences, etc. |
| **Vocabulary for Persuasion** | 24  Effective vocabulary choices that allow for **convincing, detailed argument.** Uses vocabulary to **provoke and sway audience**. No problems with word form or spelling. No unnecessary repetition. Comfortable use of collocations. Tone appropriate to format. | 20  Broad vocabulary **sufficient to establish validity of argument**. Provides ample supporting details. Two or three mistakes with word form or misspellings of low frequency words. Tone is generally appropriate to format. | 17  Vocabulary is sufficient to promote argument, but word choices are not styled to convince. Word choices are **ineffectively repetitive and details are limited.** Averages no more than one misspelling or word form mistake per sentence. | 0  **Vocabulary too simplistic to present or support argument**. OR, averages more than one misspelling per sentence. OR, multiple vocabulary errors in form and/or meaning. |
| **Logic of Argument,**  **Thesis** | 13  Introduction demonstrates the importance and purpose of the discussion. Thesis is a well-crafted sentence leading to a **logical well-thought-out argument**. Covers all relevant points. | 11  Introduction clarifies the importance and purpose of the topic. Thesis is a well-crafted sentence that leads to a **logical development** of the topic with consideration of most common points related to argument. | 8  Introduction does not link directly to argument. Thesis has structural problems, but leads clearly to the argument. Argument has a structure and purpose, but may **not be fully developed.** Misses one obvious point. | 0  Introduction does not link to the argument. Thesis is **unclear** and not directly related to the topic. Exploration of argument is not organized in a logical fashion or explored with any depth. |
| **Overall Unity an**  Development | 12  **Uses effective examples**. Sequence signaled by a variety of dependent & independent clauses, appropriate vocabulary, and grammatical structures. **Acknowledges and defeats counter arguments**. Reaches convincing conclusion in more than 10 or 7 pages. | 10  Some transitions are signaled using grammatical devices and vocabulary, rather than simple signal words. **Considers most common counter arguments**. Provides sufficient evidence to support conclusion. Produces 10 or 7 pages of supported argument and research. | 8  Signal transitions using linguistic devices, but limited. Depends on basic signal words. **Argument has structure and purpose, but is missing support in one section**. Ignores common counter arguments. Conclusion is weakly supported. More than half of the required pages, but not the required number. | 0  Uses basic signal words in a **simplistic fashion.** Argument is not organized in a logical fashion and is unable to be resolved in a conclusion. Weak or no examples. Has less than half of the required pages. |
| **Formatting** | 8  **All sources are accurately documented** in the proper MLA format. | 6  **All sources are documented,** but a few are not in the desired format. | 3  **Most sources are documented,** but many are not in the desired format. | 0  **Sources are not accurately documented**, and MLA format is not attempted or followed properly. |
| **Use of Outside Sources** | 13  **Incorporates source material logically and strategically** to support thesis. Appropriately chooses quote, paraphrase, or summary. Includes credentials and correct format. Uses a variety of sources that are more than the required 5 sources. | 10  Correctly refers to outside sources and expert opinion. Gives appropriate credit. **Source is well integrated** into body of essay. Does not over use source material. Provides 5 sources cited correctly. | 7  Has errors in citing sources both in-text and on reference page. Source material may not promote logic of thesis. Provides fewer than 5 sources. | 0  **Does not incorporate outside information**. OR, most of the essay is copied from outside sources with little or no effort to incorporate own ideas. |

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|  | 100 | 82 | 63 | 0 |

**Total points: \_\_\_\_\_\_\_\_\_\_\_/100 Teacher’s Initials: \_\_\_\_\_\_\_**