

**CHARIHO REGIONAL HIGH SCHOOL RESEARCH PAPER RUBRIC**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

	<b>5 Exceeds Standard</b>	<b>4 Meets Standard</b>	<b>3.5 Nearly Meets Standard</b>	<b>3 Below Standard</b>	<b>2 Little Progress Toward Standard</b>	<b>0</b>
<b>Thesis (W-6)</b>	Thesis/controlling idea clearly identifies argument of the paper and engages with exceptional content and/or style.	Thesis/controlling idea identifies argument of the paper and engages with strong content and/or style.	Thesis/controlling idea generally identifies argument of the paper and engages with fair content and/or style.	Thesis/controlling idea weakly identifies argument of the paper.	Thesis/controlling idea does not identify argument of the paper or is unclear.	<b>S U B M I T T E D</b>
<b>Topic Sentences (W-3)</b>	Topic sentences support thesis with exceptional understanding and structure; ideas are very clear and strongly developed.	Topic sentences support thesis with clear understanding and structure; ideas are clear and well-developed.	Topic sentences support thesis with some understanding and structure; ideas are generally clear and developed.	Topic sentences reflect weak understanding and structure; ideas are somewhat developed.	Topic sentences do not support thesis with understanding or structure; ideas are poorly developed.	
<b>Transitions (W-3)</b>	Strong, varied, and sophisticated use of transitions.	Effective use of transitions.	Some effective use of transitions.	Ineffective use of transitions.	Lack of transitions result in choppy and disjointed ideas.	
<b>Organization (W-1, W-3)</b>	Outstanding order and structure enhance meaning; introduction and conclusion effectively support thesis.	Strong order and structure support meaning; introduction and conclusion support thesis.	Good order and structure support meaning; introduction and conclusion give some support to thesis.	Weak order and structure detracts from meaning; introduction and conclusion give little support to thesis.	Confusing order; introduction and conclusion are ineffective.	
<b>Discussion and Analysis (W-6)</b>	In depth discussion and analysis of research topic.	Clear discussion and analysis of research topic.	Vague discussion and analysis of research topic.	Superficial discussion and analysis of research topic.	Incomplete discussion and analysis.	
<b>Strategies (W-6, W-8)</b>	Argument enhanced by superior number of sources; innovative use of multiple appropriate strategies creatively used to engage the reader (e.g. facts and details, describing or analyzing the subject, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, providing a scenario to illustrate).	Argument enhanced by required number of sources; innovative use of multiple appropriate strategies used to engage the reader (e.g. facts and details, describing or analyzing the subject, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, providing a scenario to illustrate).	Argument supported by required number of sources; some use of appropriate strategies. (e.g. facts and details, describing or analyzing the subject, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, providing a scenario to illustrate)	Inadequate number of sources weakly support argument; few appropriate strategies used.	Limited number of sources used to support argument; few strategies used.	
<b>Voice and Word Choice (W-5, W-7)</b>	Highly individual expression and purpose that completely engage the reader.	Strong expression and purpose that engage the reader.	Fair expression and purpose that sometimes engage the reader.	Expression and purpose rarely engage the reader.	Limited language seriously impairs meaning.	
<b>Sentence Fluency (W-1)</b>	Sentences vary greatly in length and structure enhancing flow.	Sentences vary in length and structure sustaining flow.	Sentences vary slightly in length and structure restricting flow.	Sentences vary little in length and structure disrupting flow.	Sentences do not vary in length and structure.	
<b>Conventions And Formatting (W-9)</b>	No errors in MLA format, grammar, usage, or spelling.	Few noticeable MLA format, grammar, usage, or spelling errors.	Some errors in MLA format, grammar, usage and spelling.	Many errors in MLA format, grammar, usage, and spelling.	Excessive errors in MLA format, grammar, usage, and spelling.	
<b>Revisions and Editing (W-10)</b>	Revisions and edits enhance writing with ample evidence of research process or no revisions and edits needed.	Revisions and edits improve writing with evidence of the research process.	Revisions and edits improve writing somewhat with evidence of the research process.	Revisions and edits improve writing very little with evidence of the research process.	Revisions and edits do not improve writing with evidence of the research process.	

**N O W O R K**

FINAL SCORE \_\_\_\_\_ X2 = \_\_\_\_\_ (Proficient Product = Score of 80)

Teacher's Signature \_\_\_\_\_