Senior Project Research Paper Rubric

Student Name_____ Advisory Teacher _____ First Draft___ Final Draft___ Score_____

	Element	Advanced	Proficient	Basic	Below Basic	Comments
F O R M A T	Margins, Font, Structure, Outline, etc.	• Correct format • All elements present: Margins, Page Numbering, Spacing, Font, Thesis bolded • Length exceeds minimum page requirements		• Minor format errors • Missing one element • Length meets minimum page requirements	• Many and/or severe format errors • Missing, incomplete and/or incorrect more than one of the elements • Insufficient length	
	Parenthetic Citations	• Correct format • Few or no errors (0-1) • Effective and varied use of parenthetical citations	• Correct format • Few errors (2-3)	• Correct format • At least 3 sources cited in document • Knows when to cite • Some errors but not distracting to reader (4 or less) • Sufficient citation of facts	• Incorrect format • Does not use all documents from Works Cited page • Insufficient citations of facts and/or not citing paraphrased quotes • Many errors (5+) • No citations used	
	Works Cited	• No format errors • Uses 3+ types of sources • Uses 5+ sources	• No format errors • Uses 3+ types of sources • Uses 4+ sources	• Correct format with some minor errors (less than 2) • Uses 3 types of sources • Sources alphabetized	• Uses less than 3 types of sources • Sources not alphabetized • Incorrect format • Too many errors (3+) • No Works Cited page	
C O N T E N T	Opening/ Thesis Statement	• Engaging vehicular opening • Compelling position	• Vehicular opening strong • Strong position	• Vehicular opening present • Topic is evident • Position is apparent	• Vehicular opening missing • Topic, thesis and/or position is not present or unclear • Thesis is not arguable or is a statement of fact	
	Organization	• Strong use of topic sentences • Organization is clear and effective	• Consistent use of topic sentences • Organization is well-defined	• Topic sentences used • Some organization evident	• Weak or no topic sentences used • Little organization evident	
	Concrete Detail: Quality/ Quantity	• Concrete detail engaging and compelling • Concrete detail used consistently to form a cohesive argument	• Concrete detail systematically builds argument	• Concrete detail supports thesis • Concrete detail is relevant to position • Sufficient data to prove thesis	• Some concrete detail does not support thesis • Weak data • Incorrect use of concrete detail • Too much factual data – reads like a report	
	Commentary: Quality/ Quantity	• Consistently weaves commentary and concrete detail • Draws reader to position • Ideas clearly presented • Compelling • Ratio of facts to opinion is effectively balanced and appropriate to topic	• Commentary helps develop argument • Persuades reader • Develops clear ties between commentary and thesis • Ratio of facts to opinion well balanced and appropriate to topic	• Some links between commentary, facts, and thesis • Convincing • Appropriate to topic • Holds reader's interest • Adequate balance between fact and commentary	• Commentary may be present but not tied to factual data • Insufficient use of commentary or too much commentary (essay like) • Not engaging • Repetitive commentary	
	Conclusion	• Synthesis of information • Raises issues to greater whole • Smooth and logical	• Compelling • Clearly goes beyond thesis • Raises new or related issue for future discussion	• Effective • Sense of completion • Attempts to go beyond thesis • Attempts to look at big picture	• Conclusion repeats opening or thesis • Weak or lacking conclusion • Leaves reader hanging	
S T Y L E	Readability	• Demonstrates original style using sophisticated academic diction • Paper is interesting to read • Consistently varies sentence structure and length • Transitions are varied	• Develops style using appropriate academic diction • Some sentence variety • Consistent use of transitions	• Paper reads smoothly; basic academic diction • Clear progression of argument • Attempts originality and sentence variety	• Progression inconsistent; choppy • Casual, informal in style. • Sentences lack variety or originality • Errors distract reader • Reader not engaged	
	Mechanics (Grammar, punctuation, etc)	• Demonstrates excellence in grammar, syntax, and mechanics of writing throughout the paper	• Evidence of careful editing and revising • Few errors throughout the paper • Syntax is good throughout paper	• Evidence of editing and revising • Some mechanical errors, but do not interfere with readability • Minor problems with grammar or syntax	• Little or no evidence of editing or revising • Many grammar errors • Many mechanical errors • Poor syntax	

MINIMUM REQUIREMENTS: Thesis Statement, Parenthetical Citations, Works Cited page and meets Minimum Page Length