

# Research Paper Rubric

	6	5	4	3	2	1
<b>Heading</b> ____ / 6	Follows all MLA guidelines; Title is original, interesting, and fitting; Header is formatted properly and used consistently	Follows all MLA guidelines; Title is fitting; Header is formatted properly and used consistently	Follows most MLA guidelines; Title is functional; Header is formatted with some errors and used consistently	Follows some MLA guidelines; Title is functional, but uninteresting; Header is formatted with errors	Follows few MLA guidelines; Title is uninteresting; Header is used incorrectly	Does not follow any MLA guidelines; Title is uninteresting; Header is used incorrectly
<b>Introductory Paragraph</b> ____ / 6	Clever attention-getter is used; topic is introduced with details; some specific examples are cleverly provided; thesis statement is clear	Attention-getter is used; topic is introduced; some specific examples are cleverly provided; thesis statement is clear	Attention-getter is attempted; topic is introduced; specific examples are mentioned; thesis statement is clear	Attention-getter is poorly attempted; topic is introduced; specific examples are briefly mentioned; thesis statement is a bit foggy	A weak attention-getter is used; topic is introduced; specific examples are vague thesis statement is present but awkwardly placed	A very weak attention-getter is used; topic is introduced; no specific examples are provided; thesis statement is unclear
<b>Thesis Statement</b> ____ / 4			Follows the S+D Method; cleverly stated; flows smoothly; is not too long nor too short	Follows the S+D Method; cleverly stated; a bit choppy; a bit too long	Attempts to follow the S+D Method; needs more creativity; too choppy; too short or too long	Does not follow the S+D Method; uninteresting; too choppy to understand; far too short or too long
<b>Body Paragraphs</b> ____ / 6	Clearly follow organization provided in thesis; contain one topic per paragraph; use appropriate amounts of detail	Follow organization provided in thesis; contain one topic per paragraph; use enough details to support topic	Attempt to follow organization provided in thesis; usually contain one topic per paragraph; details are useful, but could be more specific	Struggle with following organization provided in thesis; more than 1 topic per paragraph; details need to be more specific	Fail to follow organization provided in thesis; more than 3 topics per paragraph; details need to be directly related to topic	Contain little, if any, organization; multiple topics per paragraph; details are either useless or too vague
<b>Conclusion Paragraph</b> ____ / 6	Clearly summarizes important info.; re-states thesis in different words; strongly emphasizes persuasive element; contains call-to-action	Clearly summarizes important info.; attempts to re-state thesis in diff. words; attempts towards persuasion are obvious; contains call-to-action	Summarizes some info.; attempts to re-state thesis in diff. words; persuasive element is clear, but could be stronger; call-to-action is present, but vague	Summarizes too little or too much info.; struggles with re-stating thesis in diff. words; persuasive element could be stronger; call-to-action is weak	Attempts to summarize are vague; thesis is re-stated, but in the same words; persuasive element is very weak; call-to-action is very weak	Does not summarize; doesn't re-state thesis; persuasive element is very weak; no call-to-action is present
<b>Parenthetical Citations</b> ____ / 10		Appear at the end of each body paragraph; appear after direct quotations; are properly formatted	Appear at the end of each body paragraph; appear after direct quotations; are almost properly formatted	Usually appear at the end of each body paragraph; appear after direct quotations; are almost properly formatted	Occasionally appear in the paper; appear after direct quotations; are almost properly formatted	Seldom appear in paper; seldom appear after direct quotations; are incorrectly formatted

<b>Works Cited Sources</b> ____ / 12				Contains all 5 required sources	Contains only 4 required sources	Contains 3 or less required source
<b>Works Cited Formatting</b> ____ / 12	Heading, header, and title are perfectly formatted; each entry is perfectly formatted; double spacing and hanging indent are perfect	Heading, header, & title are perfectly formatted; each entry is formatted with 1 common error throughout; double spacing and hanging indents are almost perfect	Heading, header, & title are almost perfectly formatted; each entry is formatted with 2 common errors throughout; double spacing and hanging indents are nearly correct	attempts are made to format Heading, header, & title; each entry is formatted with 3 common errors throughout; double spacing and hanging indents are nearly correct	Heading, header, & title are incorrectly formatted; each entry is formatted with 4 common errors throughout; double spacing and hanging indents are partially incorrect	Heading, header, & title are incorrectly formatted; entries are incorrectly formatted; double spacing and hanging indents are incorrect

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<b>Ideas</b> ____ / 12	The topic, thesis and details make the essay unforgettable.	The essay is informative with a clear thesis and specific details.	The essay is informative with a clear thesis. More specific details are needed.	The thesis of the essay should be clearer, and more specific details are needed.	The topic should be narrowed or expanded. Many more specific details are needed.	The writer should select a new topic.
<b>Organization</b> ____ / 10		The organization and transitions make the essay crystal clear and compelling.	The beginning interests the reader. The middle supports the focus. The ending works well. Transitions are used.	The essay is divided into a beginning, a middle, and an ending. Some transitions are used.	The beginning or ending is weak. The middle needs a paragraph for each main point. More transitions are needed.	The beginning, middle, and ending all run together. Paragraph breaks and transitions are needed.
<b>Voice</b> ____ / 10		The writer's voice has the confident, knowledgeable sound of a professional writer.	The writer's voice sounds knowledgeable and confident. It fits the audience.	The writer's voice sounds knowledgeable most of the time and fits the audience.	The writer sometimes sounds unsure, and the voice needs to better fit the audience.	The writer sounds unsure. The voice needs to fit the audience.
<b>Word Choice</b> ____ / 10		The word choice is precise, with just the right nouns, verbs, and modifiers.	Specific nouns and action verbs make the essay clear and informative.	Some nouns and verbs could be more specific.	Too many general words are used. Specific nouns and verbs are needed.	General or missing words make this essay difficult to understand.
<b>Sentence Fluency</b> ____ / 10		The sentences have flair and flavor, and the reader will enjoy them.	The sentences read smoothly.	Most of the sentences read smoothly, but some are short and choppy.	Many short, choppy sentences need to be rewritten to make the essay read smoothly.	Many sentences are choppy or incomplete and need to be rewritten.
<b>Conventions</b> ____ / 10		The paper has no errors in spelling, grammar, or punctuation	Paper has a few minor errors in punctuation, grammar, or spelling	The paper has several errors.	Numerous errors make the paper hard to read and confusing	Help is needed to find errors and make corrections
<b>Presentation</b> ____ / 6				5-7 pages; double spaced; Times New Roman; 12 point font	Accurately follows some formatting requirements	Follows few format requirements with limited accuracy

**Total \_\_\_\_\_ / 130**