

Research Paper Rubric

7-9

- Introduction moves from general to specific.
 - Introduction ends with a strong claim (focused on the prompt) and a clear outline of supporting reasons.
 - Topic sentences tie in directly with the claim. They focus on a specific positive or negative aspect of the topic.
 - Each piece of evidence is introduced with proper context in relation to the argument.
 - Evidence included is relevant to the claim and is cited correctly. At least two pieces of evidence provided per body paragraph.
 - Warrants after the evidence analyze and interpret. They do not summarize.
 - Conclusion reviews the major points of claim and supporting reasons.
 - 3rd person, formal voice, few spelling/grammar errors.
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5-6

- Introduction may contain non-essential information, may be disorganized.
 - Introduction ends with a claim that is vague or unfocused. It ties in with the prompt but does not directly address it. Outline of reasons is provided but it is disorganized or unfocused.
 - Topic sentences tie in with the claim but don't tell the whole story of the paragraph.
 - Evidence introductions don't fit naturally in the narrative of the paragraph.
 - Evidence is included, but they may not fit in with the claim or topic sentence. Or, only one piece of evidence is provided per body paragraph.
 - Warrants after the evidence contain light analysis, but mostly describe or summarize.
 - Conclusion reviews the claim, but may fail to review all the major points of the essay.
 - Errors in sentence structure, informal voice, spelling and/or grammar are more serious and affect the clarity of the argument.
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2-4

- Introduction may be short, incomplete, or off-topic.
 - Introduction includes a simple claim, but it may not be in the proper location. No outline of reasons is given.
 - Evidence introductions are not used or simply give page or "quote pointing" context.
 - Evidence is merely mentioned, poorly selected, or missing altogether.
 - Warrants after evidence are missing or completely summarize or restate.
 - Topic sentences are missing, off-topic, or summaries of the text.
 - Conclusion may be short, incomplete, or off-topic.
 - Will have major spelling and/or grammatical errors that drastically affect the clarity of the argument. May be written in 1st or 2nd person.
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0-1

- Incompetent, inappropriate response. Does not address the prompt at all.
- Demonstrates little understanding of the prompt.

20 point
assignment

20 9=100% **A**

18.4 8= 92% **A-**

17.2 7= 86% **B**

16.4 6= 82% **B-**

15.2 5= 76% **C**

14.4 4= 72% **C-**

13.2 3= 66% **D**

12.4 2= 62% **D-**

11.2 1= 56% **F**

0 0= 0%