

# CULMINATING PROJECT RESEARCH PAPER RUBRIC

Student Name \_\_\_\_\_

Scorer # \_\_\_\_\_

|                                                   | <b>EXCEPTIONAL (20)</b>                                                                                                                                                                                                             | <b>COMMENDABLE (17)</b>                                                                                                                                                                                | <b>ACCEPTABLE (15)</b>                                                                                                                                                                     | <b>UNACCEPTABLE (10)</b>                                                                                                                                                                                        |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>ORGANIZATION</u></b><br><b>Introduction</b> | HIGHLY ENGAGING introduction provides THOUGHTFUL background info.                                                                                                                                                                   | ENGAGING introduction provides RELEVANT background information.                                                                                                                                        | Introduction provides SOME relevant background information. FORMULAIC.                                                                                                                     | Introduction provides LIMITED and/or IRRELEVANT background information. TOO BRIEF.                                                                                                                              |
| <b>Body</b>                                       | ALL body paragraphs develop a single topic, have topic sentences and CLEAR transitions allowing the paper to FLOW LOGICALLY. FOCUSED and CONTROLLED.                                                                                | MOST body paragraphs develop a single topic, have topic sentences and transitions allowing the paper to FLOW LOGICALLY. FOCUSED AND CONTROLLED.                                                        | MOST body paragraphs develop a single topic and have topic sentences, but information appears as UNCONNECTED CHUNKS. Paragraphs still have a sense of logical order.                       | MANY body paragraphs LACK topic sentences or topic sentences and body content do not always match. MANY body paragraphs develop more than one topic. Paragraphs DO NOT follow a LOGICAL order. Poorly organized |
| <b>Conclusion</b>                                 | INSIGHTFUL conclusion revisits thesis and main points. CONVINCINGLY PERSUASIVE.                                                                                                                                                     | Conclusion revisits thesis and main points. PERSUASIVE.                                                                                                                                                | Conclusion revisits thesis and main points. It does what it has to – FORMULAIC but PERSUASIVE.                                                                                             | POOR conclusion does not revisit thesis, and main points and/or conclusion are omitted.                                                                                                                         |
| <b><u>CONTENT</u></b><br><b>Thesis</b>            | INTRIGUING AND FOCUSED. Thesis CLEARLY shapes purpose of paper and matches the content. Conveys an ATTITUDE. Thesis is PROVEN.                                                                                                      | FOCUSED thesis shapes purpose of paper and matches content. Conveys an ATTITUDE. Thesis is PROVEN.                                                                                                     | Thesis ADEQUATELY shapes purpose of paper and matches content but is only a list. BEGINS to convey an ATTITUDE. Thesis is PROVEN.                                                          | Thesis FAILS to shape purpose of paper and/or does not match the content of the paper. Thesis is CONFUSED, FACTUAL, or NOT PROVEN.                                                                              |
| <b>Research</b>                                   | Multiple sources SKILLFULLY interwoven in body paragraphs demonstrating RELEVANT, THOROUGH, and SOPHISTICATED support of thesis. Writer manages information well and avoids redundancy and reliance on direct quotes.               | Multiple sources CONSISTENTLY interwoven in body paragraphs demonstrating RELEVANT and THOROUGH support of thesis. Writer manages the information and avoids redundancy and reliance on direct quotes. | MOST information supports the thesis by using a SINGLE source per body paragraph. Info is STACKED, LISTED, somewhat REDUNDANT, or CONTINUALLY PARAPHRASED. Some reliance on direct quotes. | SOME information supports the thesis, but information is LIMITED, IRRELEVANT, REDUNDANT, WEAK or INACCURATE. Paper exhibits information dumping. Heavy reliance on direct quotes.                               |
| <b>Voice</b>                                      | Paragraphs show SKILLFUL integration of student’s own words with researched info. ELOQUENT word choice and transitions. ALL body paragraphs end with student’s observation or conclusion. Shows a CLEAR understanding of the topic. | Paragraphs show a BALANCE between student voice and researched info. Body paragraphs end with student’s observations or conclusion. Analysis of info shows an understanding of the topic.              | There is SOME student voice integrated with researched info. Analysis of info shows SOME understanding of the topic.                                                                       | Paragraph conclusions are quotes or are missing. No student interpretation is evident. Analysis of info. shows a LACK of understanding of the topic. The paper is written with “I,” “YOU,” or “WE.”             |
| <b><u>MECHANICS</u></b>                           | Grammar, word usage, spelling, punctuation, and sentence structure errors RARELY occur, but DO NOT OBSCURE MEANING.                                                                                                                 | Grammar, word usage, spelling, punctuation, and sentence structure errors SELDOM occur, but DO NOT OBSCURE MEANING.                                                                                    | Grammar, word usage, spelling, punctuation, and sentence structure errors OCCASIONALLY occurs.                                                                                             | Grammar, word usage, spelling, punctuation, and sentence structure errors FREQUENTLY occur.                                                                                                                     |

\* Two or more marks in the UNACCEPTABLE COLUMN are an automatic RE-DO.

PASS \_\_\_\_\_ RE-DO \_\_\_\_\_