

CULMINATING PROJECT RESEARCH PAPER RUBRIC

Student Name _____

Scorer # _____

	EXCEPTIONAL (20)	COMMENDABLE (17)	ACCEPTABLE (15)	UNACCEPTABLE (10)
<u>ORGANIZATION</u> Introduction	HIGHLY ENGAGING introduction provides THOUGHTFUL background.	ENGAGING introduction provides RELEVANT background information.	Introduction provides SOME relevant background information. FORMULAIC.	Introduction provides LIMITED and/or IRRELEVANT background information. TOO BRIEF.
Body	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, 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
Conclusion	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.
<u>CONTENT</u> Thesis	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 or FACTUAL or is NOT PROVEN.
Research	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, 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.
Voice	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. Much of the paper is written in “I,” “YOU,” or “WE.”
<u>MECHANICS</u>	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 occur, but DON’T OBSCURE MEANING.	Grammar, word usage, spelling, punctuation, and sentence structure errors FREQUENTLY occur and OBSCURE MEANING.

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

PASS _____ RE-DO _____