Graduation Project Research Paper

Rubric Indicators / Clarifying the Rubric

**Thesis statement—line one on rubric**

*Presents thesis statement with exceptional insight and clear focus (Distinguished, 4)—*

* + Thesis identifies complex, research-driven idea
  + Thesis uses clear diction
  + Thesis includes main points written using parallel structure

*Presents thesis statement with strong insight and clear focus (Effective, 3)—*

* + Thesis identifies a simplistic idea that could be supported through research
  + Thesis does not include main points or includes unclear main points

*Presents thesis statement with minimal insight and/or focus (Minimal, 2)—*

* + Thesis identifies a simplistic idea that is too broad or too narrow in scope to be researched effectively.
  + Thesis does not include main points or includes unclear main points

*Presents thesis statement with insufficient insight and little focus (Insufficient, 1)—*

* Thesis is unclear and provides little focus for paper.

**Sources—line two on rubric**

*Uses the most authoritative, relevant, and current sources, including primary sources that provide multiple perspectives (Distinguished, 4)—*

* Sources are of highest quality (authoritative), reflecting adequate depth of coverage and qualified authorship.
* Sources support thesis or an alternate perspective (relevant).
* Sources are current, with publication dates within the last 10 years. Some sources require more current research.
* Sources include at least one primary source.

*Uses authoritative, relevant, and current sources, including a primary source that provides multiple perspectives (Effective, 3)—*

* Sources are still of high quality but may include less depth of coverage and inconsistent qualified authorship (for instance, greater use of blogs, personal webpages, personal anecdote, obviously biased organizations).
* Most sources support thesis or an alternate perspective (relevant).
* Sources are current, with publication dates within the last 10 years.
* Sources include at least one primary source.

*Uses valid, relevant sources that provide more than one perspective (Minimal, 2)—*

* Paper relies on blogs, personal webpages, personal anecdote, obviously biased organizations, other sources that are not research-based.
* Sources weakly support thesis.
* Sources are not current.
* Paper does not include primary source.

*Uses insubstantial sources that do not provide sufficient perspective (Insufficient, 1)—*

* Sources do not provide a valid research base for paper.
* Sources do not support thesis.

**Synthesis—lines three and four on rubric**

*Expertly synthesizes ideas by continually drawing connections between thesis and related ideas, and seamlessly balances student voice and text evidence (direct quotes and paraphrasing) (Distinguished, 4)—*

* Connection between thesis and related ideas are exact.
* Order of main points in same order as listed in thesis but also contributes to the overall effectiveness of the paper (the order of the main points seems purposeful, not random).
* Paragraphs include thoughtful inclusion of both quotes and paraphrase.

*Effectively synthesizes ideas by frequently drawing connections between thesis and related ideas, and balances student voice and text evidence (direct quotes and paraphrasing) (Effective, 3)—*

* Connection exists between thesis and related ideas but not exact.
* Main points all sufficiently discussed within paper and in same order as listed in thesis.
* Paragraphs include 1-2 direct quotes, in addition to paraphrase.

**Graphic—line five on rubric**

*Seamlessly integrates one approved student-generated graphic that is clearly titled and sourced. The graphic reinforces and/or clarifies important points and is analyzed in the body of the paper (Distinguished, 4)—*

* Graphic improves support or understanding of a point in the paper.
* Graphic is appropriate for information in depth and specificity (provides sufficient specific information)
* References both graph and data specifically in text (“The graph below shows…”)
* Clear title and source that match in-text information about graph and source on Works Cited page.

*Effectively integrates one approved student-generated graphic that is clearly titled and sourced. The graphic reinforces and/or clarifies important points and is analyzed in the body of the paper (Effective, 3)—*

* Graphic supports or clarifies a point in the paper.
* Graphic relates to topic but provides fewer specific details and less information in general.
* References both graph and data specifically in text (“The graph below shows…”)
* Clear title and source that match in-text information about graph and source on Works Cited page

*Adequately integrates one approved student-generated graphic that is clearly titled and sourced. The graphic reinforces and/or clarifies important points and is analyzed in the body of the paper (Minimal, 2)—*

* Graphic supports or clarifies a point in the paper.
* Graphic relates to topic but provides fewer specific details and less information in general.
* Data specifically referenced in body of paper but not graph itself
* Clear title and source that matches source on Works Cited page

**Conventions—line eight on rubric**

*Expertly uses standard writing conventions of grammar, spelling, capitalization, and punctuation (Distinguished, 4)—*

* In addition to the conventions listed, include correct formatting: margins, page numbers, spacing.

*Effectively uses standard writing conventions of grammar, spelling, capitalization, and punctuation (Distinguished, 4)—*

* In addition to the conventions listed, include correct formatting: margins, page numbers, spacing.