

Graduation Project

Total Score _____

Student # _____

Research Paper Rubric

Scorer # _____

Total Points	Distinguished 4	Effective 3	Minimal 2	Insufficient 1	Unsatisfactory 0
	Presents <u>thesis statement</u> with exceptional insight and clear focus	Presents <u>thesis statement</u> with strong insight and clear focus	Presents <u>thesis statement</u> with minimal insight and/or focus	Presents <u>thesis statement</u> with insufficient insight and little focus	Presents no thesis statement OR one with no insight and focus
	Uses the most authoritative , relevant, and <u>current sources</u> , including primary sources that provide multiple perspectives	Uses authoritative , relevant, and <u>current sources</u> , including a primary source, that provide multiple perspectives	Uses valid, relevant sources that provide more than one perspective	Uses insubstantial sources that do not provide sufficient perspective	Uses limited and unreliable sources that do not support the thesis
	Expertly synthesizes ideas by continually drawing connections between thesis and related ideas, and seamlessly balances student voice and textual evidence (direct quotes and paraphrasing)	Effectively synthesizes ideas by frequently drawing connections between thesis and related ideas, and balances student voice and textual evidence (direct quotes and paraphrasing)	Inconsistently synthesizes ideas by drawing connections between thesis and related ideas; balances student voice and textual evidence (direct quotes and paraphrasing)	Insufficient synthesis of ideas and balance of student voice and textual evidence (direct quotes and paraphrasing)	Unsatisfactory or non-existent synthesis of ideas , imbalance of student voice and textual evidence (direct quotes and paraphrasing) OR no textual evidence presented
	Repeat Synthesis Score Enter Synthesis score from third row. This criteria is weighted double for the essay.				
	Seamlessly integrates one <u>approved student-generated graphic</u> that is clearly titled and sourced. The graphic reinforces and/or clarifies important points and is analyzed in the body of the paper.	Effectively integrates one <u>approved student-generated graphic</u> that is clearly titled and sourced. The graphic reinforces and/or clarifies important points and is analyzed in the body of the paper.	Adequately integrates one <u>approved student-generated graphic</u> that is clearly titled and sourced. The graphic reinforces and/or clarifies a relevant point and is explained in the body of the paper.	Insufficiently integrates one <u>approved student-generated graphic</u> that is titled and/or sourced. The graphic refers to a point and is referenced in the body of the paper	Shows no use of approved student-generated graphic OR <u>contains a graphic that is not student-generated</u>
	Demonstrates precise use of prescribed <u>format (MLA or APA)</u> for internal citations and Works Cited page. All internal citations match a WC page entry (and vice versa). Only minimal punctuation errors are present	Demonstrates consistent use of <u>prescribed format (MLA or APA)</u> for internal citations and Works Cited page. All internal citations match a WC page entry (and vice versa). Only minimal punctuation errors are present	Demonstrates inconsistent use of <u>prescribed format (MLA or APA)</u> for internal citations and Works Cited page. All internal citations match a WC page entry (and vice versa). Some punctuation errors are present	Demonstrates limited use of <u>prescribed format (MLA or APA)</u> for internal citations and Works Cited page. Most internal citations match a WC page entry (and vice versa). Consistent punctuation errors may be present	Demonstrates extremely limited use OR no use of <u>prescribed format (MLA or APA)</u> . Few internal citations match a WC page entry (and vice versa) OR internal citations are missing. Punctuation may be a significant problem
	Uses sophisticated writing style that includes skillful word choice, sentence variety, clear and consistent voice, and coherence (clear transitions, unity of paragraphs, etc.)	Uses strong writing style that includes careful word choice, sentence variety, clear and consistent voice, and coherence (clear transitions, unity of paragraphs, etc.)	Uses immature writing style that includes weak word choice, limited sentence variety, vague and inconsistent voice, and marginal coherence (clear transitions, unity of paragraphs, etc.)	Uses simplistic writing style that includes weak word choice, limited sentence variety, vague and inconsistent voice, and marginal coherence (clear transitions, unity of paragraphs, etc.)	Uses severely flawed writing style that includes poor word choice, limited sentence variety, vague and inconsistent voice, and little to no coherence (clear transitions, unity of paragraphs, etc.)
	Expertly uses <u>standard writing conventions</u> of grammar, spelling, capitalization and punctuation	Effectively uses <u>standard writing conventions</u> of grammar, spelling, capitalization and punctuation	Inconsistently uses <u>standard writing conventions</u> of grammar, spelling, capitalization and punctuation	Minimally uses <u>standard writing conventions</u> of grammar, spelling, capitalization and punctuation	Severely limited use of <u>standard writing conventions</u> of grammar, spelling, capitalization and punctuation
Total	Each dimension can receive between 0-4 points. The maximum score for a Distinguished level paper is 32. Papers will receive a combination of points from all categories. Comments: _____ _____				