

Seekonk High School RESEARCH PAPER RUBRIC

	Exceeds standard (4)	Meets Standard (3)	Emerging (2)	Attempt Made (1)
Strategies for organizing and researching information	Uses highly effective strategies to organize expert information (note cards, outline, graphic organizers)	Effectively uses a variety of strategies to organize information (note cards, outline, graphic organizers)	Applies some strategies for organizing information (note cards, outline, graphic organizers)	Rarely organizes information
Analysis of sources	Thoroughly evaluates and presents information using a variety of sources to support the thesis	Evaluates and presents information using a variety of sources to support the thesis	Sometimes evaluates and presents information using limited sources to support the thesis	Rarely evaluates sources or uses minimal inappropriate sources
Documentation of sources	Documents and presents sources without error in a consistent and standard format, utilizing a works cited page and proper citations within a text	Documents and presents sources in a consistent and standard format, utilizing a works cited page and proper citations within the text	Occasionally documents and presents sources in a standard format, utilizing a works cited page and proper citations within the text	Neglects to document sources in a standard format
Thesis	Creates a clear, well-developed thesis statement that may provide new insight into the topic	Creates a clear, well-developed thesis statement	Creates a thesis statement that is not well developed or appropriately focused	Fails to develop a thesis statement
Coherence	Presents clearly organized, engaging writing (effective transitions, coherent well-structured paragraphs)	Presents organized writing (effective transitions, coherent well-structured paragraphs)	Composes a degree of organized writing (effective transitions, coherent well-structured paragraphs)	Presents disorganized writing (no transitions, incoherent paragraphs)
Language conventions/ Grammar (Mechanics)	Consistently utilizes proper language conventions (grammar, mechanics, syntax)	Nearly always utilizes proper language conventions (grammar, mechanics, syntax)	Occasionally uses proper language conventions (grammar, mechanics, syntax)	Neglects proper language conventions (grammar, mechanics, syntax)
Support of thesis/ Content (Quality of Proof)	Constructs sophisticated arguments that support the thesis	Constructs adequate arguments that support the thesis	Constructs some arguments that supports the thesis	Constructs ineffective or false arguments to support the thesis
Conclusion	Formulates an accurate and well-developed synthesis in the conclusion	Formulates an accurate and well-developed conclusion	Formulates a conclusion that isn't always supported in the body of the paper	Omits conclusion or provides an irrelevant summary

Level 4 indicates competence in all standards/benchmarks and exceptional performance in a few, **Level 3** indicates general competence in all standards/benchmarks, **Level 2** indicates general competence in most standards/benchmarks with difficulties in some, **Level 1** indicates difficulties in a majority of standards/benchmarks