

# Research Paper Rubric

| CATEGORY            | 10   | 7  | 5   | 0   | Score |
|---------------------|--|--|---|---|-------|
| <b>Focus</b>        | Introduction grabs the reader's attention, thesis statement is focused and clear and is the last sentence of the Introduction. Conclusion restates thesis in a new way.    | One error: Introduction grabs the reader's attention, thesis statement is focused and clear and is the last sentence of the Introduction. Conclusion restates thesis in a new way. | Two errors: Introduction grabs the reader's attention, thesis statement is focused and clear and is the last sentence of the Introduction. Conclusion restates thesis in a new way. | Three or more errors: Introduction grabs the reader's attention, thesis statement is focused and clear and is the last sentence of the Introduction. Conclusion restates thesis in a new way. |       |
| <b>Content</b>      | Lots of relevant and illustrative details that show you clearly understand the assignment. You elaborate and present the information with support and well-chosen details. | Many relevant and illustrative details that show you clearly understand the assignment. You elaborate and present the information with support and details.                        | Few relevant and illustrative details that show you may or may not clearly understand the assignment. You do not elaborate enough or give enough details.                           | No relevant and illustrative details that show you understand the assignment. No elaboration or details.  | +     |
| <b>Organization</b> | Effective organizational strategies and structures, logical order and good transitions.  | Some organizational strategies and structures, logical order and some transitions.   | Not enough organizational strategies and structures, logical order and some transitions.  | No organizational strategies and structures, logical order or transitions.  | +     |
| <b>Style</b>        | Great control of words, great style, various sentence structures to create a good tone for the paper.  | Good control of words, good style, a few different sentence structures to create a good tone for the paper.  | Not enough control of words, style, simple, repetitive sentence structures.   | The same words are used over and over again, and most of the sentences start the same way or are the same length.   | +     |
| <b>Conventions</b>  | Thorough control of sentence formation, few errors if any in grammar, spelling, capitalization, punctuation and usage.   | Most sentences are not run-ons or fragments, some errors in grammar, spelling, capitalization, punctuation or usage, but not enough to interfere with meaning.                     | Most sentences are run-ons or fragments, many errors in grammar, spelling, capitalization, punctuation or usage, but not so many that the essay doesn't make sense.                 | Almost all sentences are run-ons or fragments, and so many errors in grammar, spelling, capitalization, punctuation or usage that the essay does not make sense.                              | +     |
|                     |  |  |   |   |       |

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Page 1 of 1