**Dual Credit Research Paper Rubric**

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| **Format** | **Exceeds** | **Meets** | **Nearly Meets** | **Does Not Meet** | **No Evidence** |
|  | **20-17 Points** | **16-13 Points** | **12-10 points** | **1-8 points** | **0** |
| **Body:**  **Support/ Idea Development** | Each paragraph has a clear topic sentence and presents thorough and detailed  information to effectively support and develop the focus, controlling idea, or claim.  Body includes strong, peer reviewed  Research based support for  thesis.  Sources are frequent, explained, and integrated well as clear evidence of clear and convincing argument.  Accurately and effectively presents  important details from reading materials to develop argument or claim. | Each paragraph has a topic sentence and presents appropriate and sufficient  details to support and develop the  focus, controlling idea, or claim.  Body includes well selected sources  to support thesis with some research in support of thesis.  Sources are used as evidence of clear and convincing argument.  Accurately presents details from reading materials relevant to the  purpose of the prompt to develop  argument or claim.  . | Each paragraph attempts a topic sentence and presents appropriate details to  support and develop the focus,  controlling idea, or claim, with  minor lapses in the reasoning,  examples, or explanations.  Sources generally  acceptable but lack some credibility OR explanation to support thesis. Sources are minimally used as evidence of an argument.  Presents information from  reading materials relevant to the  purpose of the prompt with  minor lapses in accuracy or  completeness. | Each paragraph attempts to provide details in  response to the prompt, but  lacks sufficient development or  relevance to the purpose of the  prompt  Sources  insignificant or  unsubstantiated, or lack explanation to connect to thesis.  Attempts to reference reading  materials to develop response,  but lacks connections or  relevance to the purpose of the  prompt. | Absent, no evidence of support and evidence for thesis |
| **Body:**  **Organization/ Structure/ Transitions** | Writer demonstrates logical  and subtle sequencing of ideas  through well-developed  paragraphs; a variety of sophisticated transitions are  used to enhance organization.  Maintains an organizational structure that  intentionally and effectively enhances the  presentation of  Structure  enhances development of the reasoning  and logic of the argument. | Maintains an appropriate  organizational structure; transitions are present for organizational purposes.  Structure reveals the reasoning and  logic of the argument.  Paragraph development  present but not perfected. | Uses an appropriate  organizational structure for  development of reasoning and  logic, with minor lapses in  structure and/or coherence.. | Attempts to organize ideas, but  lacks control of structure. | No evidence of organization |
|  | **Exceeds** | **Meets** | **Nearly Meets** | **Does Not Meet** | **No Evidence** |
|  | **10-9 Points** | **8-7 Points** | **6-5 points** | **4-1 points** | **0** |
| **Introduction** | The introduction is highly engaging, interesting, and logical, states the main topic, and previews the structure of the paper. | The introduction is engaging and logical and states the main topic and previews the structure of the paper. | The introduction states the main topic but does not adequately preview the structure of the paper | There is no clear introduction or main topic and the structure of the paper is missing. | A clear introduction is absent |
| **Conclusion** | The conclusion is highly engaging, and interesting, logical, and leaves the reader with a strong idea or final thought to consider. | The conclusion is engaging and logical and leaves the reader with an idea or final thought to consider. | The conclusion attempts to be engaging or logical. | Conclusion is lacking, incomplete and/or unfocused. | A clear conclusion is absent |
| **Addressing the Opposition** | Multiple possible opposing ideas were addressed clearly and completely.  Writer demonstrates through and complete understanding and rebutted opposing ideas clearly and effectively. | A few possible opposing ideas were addressed clearly and completely. Writer demonstrates understanding and rebutted opposing ideas clearly and effectively. | Opposing ideas were weakly addressed. Writer attempted to rebut opposing ideas, but lacked clarity and/or effectiveness. | Opposing ideas were presented, but not effectively addressed | No mention of opposing ideas |
| **MLA In-Text Citations** | All necessary information is cited works,  , are done in the correct  format with no errors. | Some cited works, both text  and visual, are done in the  correct format.  Inconsistencies evident. | Few cited works, both text  and visual, are done in the  correct format. | Major errors in citation and format. | In-text citations are absent |
| **MLA Works Cited Page** | Done in the correct format with no errors.  Includes more  than 6 major sources (e.g. science journal articles, books)  Majority of sources are from databases. | Done in the correct format with few errors.  Includes 6 major sources (e.g. science journal articles, books)  Majority of sources are from databases. | Done in the correct format with some errors. Includes 4-5  major sources (e.g. science journal articles, books)  Majority of sources are from databases. | Done in the correct format with many errors. Includes fewer than 4 major sources (e.g. science journal articles, books)  Majority of sources are NOT from databases. | Works Cited page is absent OR  the only  sites are unacceptable and/or  internet  sites. |
| **Mechanics/ Grammar/ Usage** | No errors in punctuation,  capitalization and spelling. No errors sentence structure  and word usage. | Almost no errors in  punctuation, capitalization  and spelling. Almost no errors in sentence  structure and word usage. | Many errors in punctuation,  capitalization and spelling. Many errors in sentence  structure and word usage. | Numerous and distracting  errors in punctuation,  capitalization and spelling. Numerous and distracting  errors in sentence structure  and word usage. | Not applicable |