**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 detailedinformation to effectively support and develop the focus, controlling idea, or claim.Body includes strong, peer reviewedResearch based support forthesis.Sources are frequent, explained, and integrated well as clear evidence of clear and convincing argument.Accurately and effectively presentsimportant details from reading materials to develop argument or claim. | Each paragraph has a topic sentence and presents appropriate and sufficientdetails to support and develop thefocus, controlling idea, or claim.Body includes well selected sourcesto 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 thepurpose of the prompt to developargument or claim.. | Each paragraph attempts a topic sentence and presents appropriate details tosupport and develop the focus,controlling idea, or claim, withminor lapses in the reasoning,examples, or explanations.Sources generallyacceptable but lack some credibility OR explanation to support thesis. Sources are minimally used as evidence of an argument.Presents information fromreading materials relevant to thepurpose of the prompt withminor lapses in accuracy orcompleteness. | Each paragraph attempts to provide details inresponse to the prompt, butlacks sufficient development orrelevance to the purpose of thepromptSourcesinsignificant orunsubstantiated, or lack explanation to connect to thesis.Attempts to reference readingmaterials to develop response,but lacks connections orrelevance to the purpose of theprompt. | Absent, no evidence of support and evidence for thesis |
| **Body:****Organization/ Structure/ Transitions** | Writer demonstrates logicaland subtle sequencing of ideasthrough well-developedparagraphs; a variety of sophisticated transitions areused to enhance organization.Maintains an organizational structure thatintentionally and effectively enhances thepresentation of Structureenhances development of the reasoningand logic of the argument. | Maintains an appropriateorganizational structure; transitions are present for organizational purposes.Structure reveals the reasoning andlogic of the argument.Paragraph developmentpresent but not perfected. | Uses an appropriateorganizational structure fordevelopment of reasoning andlogic, with minor lapses instructure and/or coherence.. | Attempts to organize ideas, butlacks 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 correctformat with no errors. | Some cited works, both textand visual, are done in thecorrect format.Inconsistencies evident. | Few cited works, both textand visual, are done in thecorrect 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 morethan 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 4-5major 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 ORthe onlysites are unacceptable and/orinternetsites. |
| **Mechanics/ Grammar/ Usage** | No errors in punctuation,capitalization and spelling. No errors sentence structureand word usage. | Almost no errors inpunctuation, capitalizationand spelling. Almost no errors in sentencestructure and word usage. | Many errors in punctuation,capitalization and spelling. Many errors in sentencestructure and word usage. | Numerous and distractingerrors in punctuation,capitalization and spelling. Numerous and distractingerrors in sentence structureand word usage. | Not applicable |