**Research Paper Rubric**

**The essay will not be graded if there is no research, MLA, and/or Works Cited**

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| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = I can produce writing to accomplish a specific purpose: to persuade, to inform and/or to entertain.  | **I can make my** purpose very clear beyond teacher expectations. My reader is completely convinced my purpose is true in a profound way. | **I can make my** purpose clear consistently. My reader is pretty certain my position is true. My purpose is apparent and believable. | I can make my purpose fairly clear. My reader is partially convinced my purpose is true. Some aspects of my purpose are confusing or unclear. | **I struggle to make my**  **purpose** **obvious.** My reader is not convinced my purpose is true. I require teacher assistance to provide a purpose.  |
| Common Core Standards: | Writing: W1a, W1b, W1e, W2a, W2b, W2c, W2f, W3e |
| Cite and explain accurate and relevant **evidence** to **support** claims and/or counter claims | I can use an **abundance** of evidence that is **reliable,** **specific, relevant,** **unbiased** & directly provesmy thesis beyond teacher expectations.  | I can use a supply of evidence that is **respectable,** **specific, useful, unbiased** and proves the thesis. I do this consistently for every argument/reason.  | Some evidence I used is **helpful, relevant, unbiased** and works to prove the thesis. I am sometimes inconsistent or inaccurate with my argument support | I used little to no evidence; it is **unreliable, vague,** **irrelevant, biased**, plagiarized and/or doesn’t directly prove the thesis. I require teacher help to show evidence for arguments |
| Common Core Standards: | Writing: W1b, W2b, W7, W8, W9 |
| **Research**: Did I gather, organize and implement resources effectively to accomplish my task? | **I can effectively** implement**effective** resources that **professionally & precisely** accomplish my task **beyond teacher’s expectations.** | **I can** choose and use **clear** resources that **adequately and accurately** accomplish my task **consistently.**  | **I can se**l**ect** and show **partially useful** resources that **somewhat** accomplish my task and do so **somewhat consistently**.  | **I struggle to effectively** implement **effective** resources that **professionally and accurately** accomplish my task. I require **teacher help** to have success.  |
| Common Core Standards: | Writing: W7, W8, W9 |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can understand & follow my thinking? | I can structure ideas to make my thesis **obviously** true beyond teacher expectations; my transitions are **smooth,** **mature, varied &artistic.** | I can structure ideas to **make my** thesis true consistently; my transitionsare **clear, obvious and** **useful** on a consistent basis | My structure **implies** that my thesis true; **some of my** transitions help move between ideas.My reader has to infer my flow of ideas. | My structure is **confusing** and/or **misleading; my**transitions are **lacking or** **ineffective**. I require teacher assistance to organize my thoughts. |
| Common Core Standards: | Writing: W2a-e |
| **Produce writing** that expresses my ideas artistically: clear, precise **diction** & mature **syntax**  | **I can** use **artistic** & **accurate** authorship through **specific, mature** word choice and syntax. | **I can** use **satisfactory** & **consistent** authorship by using **specific** words & syntax. | **I can only** use **inconsistent** authorship by using **vague** words and **basic, predictable** syntax. | **I can only** use **poor** authorship by using **inaccurate, immature,** **weak** words & syntax. |
| Common Core Standards: | Writing: W1c, W2d Language: L6 |
| **Produce writing** that follows convention: accurate **grammar**, punctuation, & mechanics | **I can** display an a**dvanced** use of Standard American English grammar, punctuation & mechanics. | **I can** display a s**ufficient** control over Standard American English grammar, punctuation & mechanics. | **I can only** display an **inconsistent or partial** control over grammar, punctuation & mechanics. | **I have** multiple miscues in grammar, punctuation & mechanics; my **errors** **distracted from meaning** |
| Common Core Standards: | Writing: W1d, W2e Language: L1a, L1b, L2, L3 |

* After you write your final draft, use the checklist (it is how Mr. Foster USED TO design rubrics) on the back of this rubric during peer editing to complete all of that is asked of you on this assignment.
* Staple this rubric and checklist as the last page of your essay.
* Score yourself by shading in the boxes. Mr. Foster will score it as well.
* This is a summative assessment of all writing learning targets. This is the final time that you will be formally assessed on “Research”; your final score for “Research” will be your final score that is used to calculate your final grade for third trimester. After you submit and revise this essay, there will be no more formal in-class assessments of “Research” in this trimester.
* **This is a long process that can be done successfully if you work in small increments. Use your resources, stay on track, manage your time, ask questions when you are confused.**
* **afoster@armadaschools.org** **AND armadafoster.weebly.com 🡺 Resources 🡺 Research Help**

**Peer Editing Checklist**

Score each section below and label with your initials below the score you give.

\_\_\_\_\_\_/4.0 Introduction is first paragraph with fluff/hook, thesis, and lists the pro/con arguments that will be made throughout the paper. The conclusion follows the format discussed in class and compels the reader to investigate the topic further.

\_\_\_\_\_\_/4.0 The “definition” (or expository) paragraph(s) is/are second (and/or third). It/they clearly explain(s) the specifics of the given topic (scientific findings, history, laws, frequency, etc.) It is neutral and void of opinions.

\_\_\_\_\_\_/4.0 The topic sentences of each body paragraph sound like “Thesis because reason.” They are clear guidelines for the topics discussed in the paragraph. Each body topic sentence contains an appropriate transition (Therefore, However, Also,).

\_\_\_\_\_\_/4.0 The “final bread sentences” sound like the topic sentences and **CLEARLY CONNECT THE REASONS BACK TO THE THESIS**. They reinforce the connection to the thesis and remind the reader what they read in each paragraph.

\_\_\_\_\_\_/4.0 The arguments are logical and thorough. They appear in this order: pro A argument (how the thesis is true), counter argument (how thesis might be false), rebuttal (how counter argument is false), and pro B argument (how the thesis is true). Each argument is a unique argument. Each argument is its own paragraph; this makes four “body” “argument” paragraphs.

\_\_\_\_\_\_/4.0 All three of the argumentative approaches are addressed: logos (logic), ethos

(ethics), and pathos (emotions). Different kinds of sources are used to highlight each kind of argumentative approach. For example, a case-study for pathos, statistics for logos and laws or surveys for ethos.

\_\_\_\_\_\_/4.0 The research is balanced and not biased; each argument section has at least one appropriate and supportive citation from a unique source. **ALL “BORROWED DATA” IS CITED**. The author’s words explain and blend learned data. This means there are at least five unique, useful sources.

\_\_\_\_\_\_/4.0 All MLA specifics are correct parenthetical references within paper = “Learned data” (Foster 25). The “Works Cited” page follows the format practiced in class, shows use of citationmachine.net or easybib.com and follows the example from <http://owl.english.purdue.edu/owl/resource/747/12/>

\_\_\_\_\_\_/4.0 The format is appropriate. It follows the MLA example from <http://owl.english.purdue.edu/owl/resource/747/01/> It is double spaced, in 12 pt font, has no added spaces between paragraphs, and has the author’s last name and page # in upper right corner of every page.

\_\_\_\_\_\_/4.0The authorship doesn’t distract from meaning. The writer has zero or minimal grammatical errors, especially as it concerns mechanics practiced this school year.

\_\_\_\_\_\_/4.0 Diction is mature and complex; there are no “grave yard” words. Syntax (sentence structure) is varied and not predictable; all of the sentences don’t “sound the same.”

\_\_\_\_\_\_/4.0 The author successfully used at least five “English 11” vocabulary words in context. 1 = Author used between 0-4 words with inconsistent accuracy. 2 = 5 words that do not interrupt the flow of the paper. 3 = 5 words that enhance the meaning of the text. 4 = more than 5 words that enhance the meaning of the text.

\_\_\_\_\_\_\_/4.0 **Total**