Research Paper Rubric

Writing 1000

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| **Rhetorical Research Paper Rubric:**  **Goals/aims. 1/2** | **Unacceptable**  **F level**  **4.9 or less** | **Poor**  **D level**  **5-5.9** | **Satisfactory**  **C level**  **6-6.9** | **Good**  **B level**  **7-7.9** | **Excellent**  **A level**  **8-10** |
| **Rhetorical academic features and argumentation**  **\*** Demonstrates awareness of audience and task. \*Correct use of summary, paraphrase, and quotation, integrated with your own metadiscourse.  \* Ideas are fully developed: no fallacy issues; arguments are not evasive or oversimplified.  \*Argument based on evidence and not assumptions; awareness of potential objections.  \*Definitions of key terms | Inaccurate focus.  Disjointed idea development; unrelated or incorrect understanding of key concepts.  Unrelated content.  Fallacious reasoning.  Unproven assumptions are relied on as central to the argument. | Confused focus.  Minimal idea development; Little evidence of understanding of key concepts.  Provides little analysis.  Superficial content.  Reasoning is illogical although appearing sound initially.  Unproven assumptions are present but peripheral to the argument. | Simplistic idea development; understanding of key concepts is correct but generalized.  Provides some suitable analysis.    Content limited to a listing, repetition or mere sequence of ideas.  Arguments are either too abstract or too detailed.  Overlooks key evidence. | Clear focus.  Suitable overview.  Specific and illustrative content.  Competently presented. Strong arguments. | Thorough and sophisticated analysis of key concepts.  Substantial and illustrative content; sophisticated ideas that are particularly well developed.  Weak counterpoints exposed. Tough to refute. |
| **Sources and citation**  \* Background and method sources are reliable and suitable; scholarly sources are peer reviewed and current.  \*Consistent application of APA  in formatting,  in parenthetical citation (including frequent and varied reporting expressions),  and in the references. | Misleading or shallow sources.  Incompetent application of citation style.  Missing key elements  inc. 12 point serif font; double-spaced; 1” margins; title page; word count on last page of text; page numbers in correct style; ~2500 words.  Plagiarism. | Insubstantial or uneven depth of sources.  Limited knowledge of topic.  Poor use of citation style. | Functional use of sources.  Adequate use of citation style. | Solid and trustworthy, but general.  Modest development.  Some errors in citation style. | Use of background and method sources displays an insider's perspective of the field. Anticipates reader's questions.  Excellent variety and depth of analytical sources.  Very few or no errors in citation style. |
| **Rhetorical Research Paper Rubric:**  **Goals/aims. 2/2** | **Unacceptable**  **F level**  **4.9 or less** | **Poor**  **D level**  **5-5.9** | **Satisfactory**  **C level**  **6-6.9** | **Good**  **B level**  **7-7.9** | **Excellent**  **A level**  **8-10** |
| **Clarity**  \* Clear thesis  \* Introduction includes suitable background, the state of existing knowledge, and a clear research question or knowledge deficit  \*Logical order or sequence is maintained  \* Paragraphs deal with one subject  \* Logical transitions within sentences and between paragraphs  \* Conclusion confirms reasoning and looks to implications | Confused organization.  Thesis missing or misleading.  Position weak/unclear/shifting.  Most material is not integrated. | Inconsistent and inadequate organization.  Thesis undeveloped.  Much of the material is not integrated. Little evidence of a cohesive plan. | Inconsistent yet mostly coherent organization.  Thesis adequate but also erratic or vague.  May have extraneous material. | Logical and appropriate organization.  Focused thesis.  Succinct prose. | Obviously thoughtful and deliberate organization.  Powerful use of connections to move your reader to accept your point. |
| **Style and Mechanics** \* Precise, appropriate, accurate and effective word choice. \* Voice, tone, and originality of language are effective.  \* Variety of sentence structures, types, and lengths. \* No errors in capitalization, punctuation (apostrophe, comma, semicolon, colon), spelling.  \* Maintains consistency (e.g., pronoun references, subject-verb agreement).  \* No problems with sentence structure (fragment, comma splice, run on). | Sentence structure and word choice are often incomprehensible.  Mechanical and usage errors that prevent comprehension. | Limited sentence variety and word choice.  Mechanical and usage errors that interfere with the writer's purpose. | Some sentence variety and word choice. Generally clear grammar paired with some repeated weaknesses in mechanics and usage. | Precision and variety in sentence structure and word choice.  Few mechanical and usage errors. | Writer’s voice apparent in tone, sentence structure, and word choice. Almost no mechanical and usage errors. |