**Research Paper Rubric**

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|  |  | **Beginning** | **Developing** | **Accomplished** | **Exemplary** | **Score** |
| **Organ-ization and Content** | **1. Clear Thesis** | No discernible thesis. | Thesis statement is unclear, inappropriate, or does not address the issue/question at hand. | Relevant and significant thesis is proposed but may not match the reality of completed essay. | Relevant and significant thesis is proposed and follows through the essay. |  |
|  | **2. Marshals evidence to support thesis** | No or little supporting evidence/details. | Some supporting evidence, with varying degrees of consistency and relevance. | The quantity and quality of supporting evidence is adequate. | The quantity and quality of supporting evidence is abundant. |  |
|  | **3. Analysis of historical decision** | No or little analysis of the options available and the final decision that was made by the historical actor. Or, opinion is substituted for analysis. | Some analysis of the options and decision, but an uneven effort at best. Student fails to offer any thoughtful insights. | Solid, but average analysis of the options and decision made. Student adequately balances sources with own original analysis. | Insightful and original analysis of the options and decision made. Good balance between original and derivative writing. |  |
|  | **4. Analysis of primary sources** | No or little analysis of primary sources. Or, opinion is substituted for analysis. | Some analysis of some of the primary sources, but not sufficiently integrated into the larger essay. | Solid analysis and use of most of the primary sources, and sufficiently integrates the primary sources into the larger essay. | Insightful analysis of all primary sources, and seamlessly integrates them into larger essay. |  |
|  | **5. Presents logical conclusion that explains historical significance of the decision made** | No logical conclusion or conclusion is confused/unclear. Demonstrates no or little clear understanding of the overall connection between actions, choices, and consequences in history. | Conclusion is basically coherent, but has significant weaknesses. Conclusion may not follow clearly from stated thesis or objectives. Demonstrates a sub-par understanding of the overall connection between actions, choices, and consequences in history. | Conclusion is coherent, but has either presentation problems or is not fully persuasive. Demonstrates an adequate understanding of the overall connection between actions, choices, and consequences in history. | Conclusion is logical and persuasive. Demonstrates a strong understanding of the overall connection between actions, choices, and consequences in history. |  |
|  | **6. Uses own words and/or cites sources using Turabian (Chicago) style when appropriate** | Evidence of plagiarism, which may lead to failure of entire assignment. | Numerous inaccurate citations, style format mistakes, over or under-reliance on sources for content, incorrect type of sources utilized, failure to use Turnitin.com, etc. | Few citation or style problems. May still a bit over or under-dependent on sources. Utilized Turnitin.com correctly. | Quotations are sparsely but effectively utilized and all sources are correctly cited. Utilized Turnitin.com correctly. |  |
| **Mechanics** (minimum of 30% of essay score) | **1. Uses complete sentences** | Common major sentence problems. | Few major sentence problems. | Fewer than three comma splices, run-ons, fragments. | No comma splices, run-ons, fragments. |  |
|  | **2. Exhibits college-level writing (vocabulary, sentences of varying length)** | Usage may not meet minimum college-level writing standards. Substandard vocabulary and inadequate prose. | Usage at low-level college writing standards with some vocabulary problems. Prose may evidence some complexity. | Usage at average expected college level writing with appropriately sophisticated vocabulary and paragraph structure. Few or no problems. | Usage exceeds average college-level writing standards. |  |
|  | **3. Appropriate spelling, capital-ization, punctuation.** | Essay is consistently plagued by such errors. | Some such errors, but the type of error consistently changes. | A few such errors, but the type of error is fairly consistent. | Very few or no such errors. |  |