Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inquiry Project Research Paper Rubric

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|  | **4 (points)** **Thorough Understanding** | **3 (Points)** **Adequate Understanding** | **2 (points)****Partial Understanding** | **1(Point)****Minimal Understanding** |
| **Introduction / Thesis** | * Clearly states main idea
* Consistently and clearly focused
* Strongly sustains main idea with relevant facts and details
* Clearly communicates context for the main idea
 | * Adequately states main idea
* Adequately focused
* Adequately sustains the main idea with relevant facts and details (some loosely related material may be present)
* Adequately communicates context for main idea
 | * Somewhat unclear main idea
* Somewhat unfocused **OR** minor drift in focus
* Main idea is somewhat **OR** insufficiently sustained
* Some context for main idea is provided
 | * May be loosely related to topic **OR** confusing **OR** ambiguous **OR** lacks main idea
* Major drift in focus **OR** lacks focus
* Main idea too brief to be sustained
* Insufficient **OR** lacks context for the main idea
 |
| **Organization** | * Effective introduction clearly previews what is to follow and clearly address audience and purpose
* Consistent and effective use of a variety of transitional strategies
* Logical progression of ideas from beginning to end
* Strong connection among ideas with some syntactic variety
* Effective concluding statement/section follows from and supports the information or explanation
 | * Adequate use of transitional strategies with some variety (may have minor flaws)
* Adequate progression of relevant ideas from beginning to end
* Adequate connection between reasons and evidence (at times inconsistent or loosely connected)
* Adequate concluding statement follows from and supports the information or explanation
 | * Inconsistent use of transitional strategies with little variety
* Uneven progression of ideas from beginning to end
* Weak connection among ideas
* Weak concluding statement does not support the information or explanation
 | * Few **OR** no transitional strategies are evident
* Frequent extraneous ideas may intrude **OR** lacks development
* Little **OR** no discernible connection among ideas
* Lacks concluding statement
 |
| **Elaboration/Description** | * Thoroughly and convincingly presents information with precise reasons and evidence from credible sources
* Smoothly integrates relevant and concrete information from credible sources (3 or more)
* Specific precise use of citation techniques
* Effective use of a variety of elaborative techniques
* Deep understanding of the topic is evident
 | * Adequately presents information with clear reasons and relevant evidence from credible sources
* Some relevant information from sources is adequately integrated
* Adequate **OR** general use of citation techniques
* Adequate use of some elaborative techniques
* Adequate understanding of the topic is evident
 | * Uneven **OR** cursory support/evidence for main idea (partial or uneven use of facts and details)
* Weakly integrates information from sources
* Uneven **OR** cursory use of citation techniques (may be imprecise or vague)
* Weak **OR** uneven use of elaborative techniques
* Limited understanding of the topic is evident
 | * Minimal support/evidence for main idea (little or no use of facts and details)
* Evidence from source material is minimal **OR** incorrect **OR** irrelevant **OR** absent
* Lacks citation
* Lacks elaboration
* Lacks understanding of the topic
 |
| **Language and Vocabulary** | * Precise use of academic vocabulary (i.e., formal language)
* Precise use of content area vocabulary
* Use of language and vocabulary is clearly appropriate for audience and purpose
* Effectively establishes and maintains formal style
 | * Adequate use of academic vocabulary (may mix some general language with precise language)
* Adequate use of content area vocabulary
* Adequate use of language and vocabulary generally appropriate for the audience and purpose
* Adequately maintains a formal style
 | * Uneven use of academic vocabulary **OR** simplistic vocabulary
* Uneven **OR** inappropriate use of content vocabulary
* Uneven use of some language and vocabulary that may be inappropriate for audience and purpose
* Unevenly maintains formal style
 | * Limited **OR** vague **OR** confusing use of academic vocabulary or language
* Limited **OR** no use of domain-specific vocabulary
* Limited **OR** no use of language and vocabulary to connect to audience and purpose
* Limited **OR** no attention to formal style
 |
| **Conventions** | * Few, if any, errors in spelling, usage, and sentence formation
* Effectively and consistently uses punctuation, capitalization, and spelling
 | * Some errors in usage and sentence formation (no systematic pattern)
* Adequately uses punctuation, capitalization, and spelling
 | * Frequent errors in usage and sentence formation may obscure meaning
* Inconsistently uses punctuation, capitalization, and spelling
 | * Frequent and severe errors in usage and sentence formation often obscure meaning
* Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning
 |
| **Project Requirements** | \_\_\_ All paragraphs include a topic sentence, three or more supporting sentences, and a concluding sentence (4 points) \_\_\_ Research paper addresses given research question (4 points)\_\_\_ Research paper includes a title page that includes student’s name, title, date, LO and SLE (3 points) \_\_\_ Research paper includes a bibliography in APA style that includes three or more credible sources (10 points) \_\_\_ Body of research paper includes internal citations where appropriate, in APA format (10 points)  |

**Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (100 points is considered a perfect score)**