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)**