<table>
<thead>
<tr>
<th>Research Grading Rubric</th>
<th>Below Standard</th>
<th>At Standard</th>
<th>Above Standard</th>
</tr>
</thead>
</table>
| **Knowledge → Comprehension** | • Insufficient or inappropriate sources  
• Research material inserted without sufficient context  
• Fails to use proper documentation  
• Research missing altogether | • Number and type of sources appropriate  
• Occasional awkwardness integrating source material  
• Uses standard documentation procedures with a few lapses | • Number and types of sources thoroughly address topic  
• Looked in some unexpected places or found something new or unusual  
• Source material thoughtfully and smoothly integrated into text.  
• Consistently uses standard documentation procedures in text and bibliography. |
| **Research** | 18……………………………………………………… | 35……………………………………………………… | 50……………………………………………………… |
| **Claim or Thesis** | • Thesis or claim is obvious or unimaginative  
• Thesis is missing  
• The essay arrives at its thesis at the end.  
• Thesis is too vague to offer direction for the essay | • The thesis could be more specific  
• The thesis is specific enough to generate a direction for the essay, but there is a better, more clearly stated thesis at the end of the essay.  
• Essay does not maintain its focus on its thesis | • The thesis is original, exciting, or surprising  
• The thesis is clearly stated at the beginning of the essay  
• The thesis lays out a clear direction for the rest of the essay.  
• The thesis takes some imaginative risks |
| **Organization** | 18……………………………………………………… | 35……………………………………………………… | 50……………………………………………………… |
| **Evidence** | • Paragraph sequence lacks logic  
• Paragraphs lack analytic development  
• Few or no transitions between ideas (also and another are examples of weak transitions) | • A few lapses in coherence and analytic development of paragraphs  
• Occasionally transitions are weak (another, also)  
• Sequence of ideas could still be improved | • Logical coherent sequence of paragraphs demonstrating clear analytic development  
• Fluid transitions between ideas  
• Details fully and imaginative support thesis |
| **Style** | 18……………………………………………………… | 35……………………………………………………… | 50……………………………………………………… |
| **Mechanics** | 18……………………………………………………… | 35……………………………………………………… | 50……………………………………………………… |
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