

Research Grading Rubric	Below Standard	At Standard	Above Standard
	Knowledge → Comprehension	Application → Analysis	Evaluation → Synthesis
Research	<ul style="list-style-type: none"> Insufficient or inappropriate sources Research material inserted without sufficient context Fails to use proper documentation Research missing altogether 	<ul style="list-style-type: none"> Number and type of sources appropriate Occasional awkwardness integrating source material Uses standard documentation procedures with a few lapses 	<ul style="list-style-type: none"> 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.
	0.....17	18.....35	36.....50
Claim or Thesis	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	0.....17	18.....35	36.....50
Organization	<ul style="list-style-type: none"> Paragraph sequence lacks logic Paragraphs lack analytic development Few or no transitions between ideas (also and another are examples of weak transitions) 	<ul style="list-style-type: none"> A few lapses in coherence and analytic development of paragraphs Occasionally transitions are weak (another, also) Sequence of ideas could still be improved 	<ul style="list-style-type: none"> Logical coherent sequence of paragraphs demonstrating clear analytic development Fluid transitions between ideas Details fully and imaginative support thesis
	0.....17	18.....35	36.....50
Evidence	<ul style="list-style-type: none"> Essay does not offer sufficient evidence or illustration for thesis Details too general, irrelevant to thesis, or not interpreted Essay does not link evidence back to original thesis. 	<ul style="list-style-type: none"> Essay offers adequate evidence or illustration of thesis. Evidence is sometimes obvious or irrelevant. Evidence not always evaluated or examined critically Evidence not always linked back to thesis 	<ul style="list-style-type: none"> Evidence makes the author's case persuasive. Evidence is germane, critically evaluated, and convincingly interpreted Evidence is always linked back to the original claim or thesis.
	0.....17	18.....35	36.....50
Style	<ul style="list-style-type: none"> Frequent inappropriate diction and word choice Insufficient grasp of technical vocabulary Writing is often clichéd or generic Sentences lack clarity, conciseness, and vigor 	<ul style="list-style-type: none"> Diction and word choice is appropriate to purpose Some grasp of technical vocabulary Writing is clear but sometimes clichéd or generic Sentences are readable but lack conciseness and vigor 	<ul style="list-style-type: none"> Thoughtful, clear writing Thoughtful use of technical vocabulary Writer's unique sensibility revealed Clear, vigorous, concise, even elegant sentences
	0.....17	18.....35	36.....50
Mechanics	<ul style="list-style-type: none"> Frequent errors in spelling Frequent punctuation errors Frequent grammatical errors 	<ul style="list-style-type: none"> Uses standard spelling with occasional lapses Uses standard punctuation with occasional lapses Uses standard grammar with occasional lapses 	<ul style="list-style-type: none"> Consistently uses standard spelling, punctuation, and grammar.
	0.....17	18.....35	36.....50