

# Senior Research Paper Rubric

Name \_\_\_\_\_

On time January 31<sup>st</sup> \_\_\_\_\_ Past due date received \_\_\_\_\_

Maine Learning Result Standard	Does Not Meet INCOMPLETE	Partially Meets 80	Meets 93	Exceeds 100
<p><b><u>Writing</u></b></p> <p><b>F1. Edit written work for standard English</b></p> <p>Spelling and usage, as evidenced by pieces that show and contain 1a – 1e</p>	The final draft shows limited evidence of the ability to write correctly, using the conventions of standard written English. Numerous errors interfere with reading the piece.	The final draft shows partial evidence of the ability to write correctly, using the conventions of standard written English. Errors may sometimes interfere with the reading of the piece. Errors may be too simplistic for this grade span.	The final draft shows sufficient evidence of the ability to write correctly, using the conventions of standard written English. There are few errors relative to length and complexity of the piece.	The final draft shows sophisticated evidence of the ability to write correctly, using the conventions of standard written English. Length and complexity allow for demonstration of control. Although not flawless, the piece is highly polished.
<p><b><u>Organization</u></b></p> <p><b>G7. Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.</b></p>	The organization is vague and does not convey a logical structure.	The organization is uneven and minimally developed, and may leave the reader with questions. Some points may not connect with the purpose.	The organization is logical, with attention to a developed logical structure that meets the purpose of the paper.	The organization is highly developed, with attention to a well-developed structure in which each point fluently works together to achieve the purpose.
<p><b><u>Development</u></b></p> <p><b>G9. Write pieces that reliably support and provide details for the explicitly stated generalizations</b></p>	Displays little or no topic/idea development, organization, and detail. The piece shows limited analysis with few or no examples from the text and research to support judgments. Paper is primarily self-generated without support and/or opinion, or the paper is primarily a reported summary of research.	Displays partial topic/idea development, organization, with some supporting details and simplistic language. This piece shows partial analysis with several examples from the text and research, but they may not all be apt examples. May begin to appear opinionated without researched support or may begin to resemble a report.	Displays sufficient topic/idea development, organization, with appropriate detail. Awareness of audience and task. Consistent use of precise language. Integrates frequent, apt textual and researched examples to support judgments in the analysis.	Displays rich topic/idea development with focused and logical organization. Has strong details with rich use of language (word choice, sentence variety, vocabulary, etc.) Fluently incorporates examples from the text and research to support judgments in the analysis.

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<u><b>Works Cited &amp; In-text Citations</b></u>  <b>H2. Use referencing while doing research.</b>	Missing or inaccurate documentation of sources in paper and works cited page.	Documentation of sources in paper and works cited page is present but format is incomplete or inaccurate.	Documentation of sources in paper and works cited page is complete, but occasionally does not conform to standard formatting.	Documentation of sources in paper and works cited page is complete, accurate, and conforms to all aspects of standard formatting
<b>H1. Develop an appropriate strategy for finding information on a particular topic</b>	The Works Cited shows limited or no evidence that student has selected accurate, credible, appropriate information. Sources are of a simplistic or below grade level.	The Works Cited shows partial evidence that the student has selected accurate, credible, appropriate information. Sources are of a simplistic or below grade level.	The Works Cited shows evidence that the student has selected accurate, credible, appropriate information.	The Works Cited shows evidence of an in-depth review of sources and rich selection of accurate, credible, appropriate information.
<u><b>Source Credibility</b></u>  <b>H11. Evaluate information for accuracy, currency, and possible bias.</b>	The Works Cited shows limited or no evidence that the student has selected accurate and credible information and has identified possible bias. Sources are of a simplistic or below grade level.	The Works Cited shows partial evidence that the student has selected accurate and credible information and has identified possible bias.	The Works Cited shows evidence that the student has selected accurate and credible information and has identified possible bias.	The Works Cited shows evidence of an in-depth review of sources and rich selection of accurate and credible information. Reveals understanding of bias and its implications.
<u><b>Use of Sources</b></u>  <b>H9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.</b>	The paper indicates very little information gained from interviews or events attended. This is not linked to major findings and no conclusions are included.	The paper identifies a limited amount of information and inconsistently connects that to major findings and conclusions.	The paper focuses on several major findings and conclusions that are supported with examples, stories or arguments from primary sources. Selection of primary sources are appropriate to task.	The paper focuses on significant major findings and presents sophisticated findings that represent a deep understanding of the topic. Use of primary sources add depth and meaning to the exploration of the topic.

Score \_\_\_\_\_ Grade \_\_\_\_\_

**Comments:**