**Research Essay Grading and Assessment Rubric** Name Click here to enter text.

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| **Introduction & Thesis** (main point):  20 points | **The ideal essay makes a point that is clearly stated, arguable, and important.**   * The thesis is clearly stated in the introduction. * Introductory comments describe importance of the topic. * Sub-points to be addressed are identified. | |  |  | | --- | --- | | Meets the ideal well | 18-20 | | Meets the ideal | 16-17 | | Aspects of the ideal are insufficient | 14-15 | | Aspects of the ideal are poor | 12-13 | | Does not meet collegiate standards | 0-11 | | | Click here to enter text. |
| **Organization**  20 points | **The ideal essay builds on the introduction, pulls the reader along, demonstrates thoughtful argumentation, and evolves into a mature synthesis in the conclusion.**   * The body of the essay supports the thesis with evidence, delivered in a logical progression. * Transitions move the reader smoothly and effectively. * Paragraphs are coherent, unified, and fully developed. * Attention is given to proportion and emphasis. * A conclusion restates the thesis, incorporating the evidence in a densely written summary. * The paper fulfills the required length. | |  |  | | --- | --- | | Meets the ideal well | 18-20 | | Meets the ideal | 16-17 | | Aspects of the ideal are insufficient | 14-15 | | Aspects of the ideal are poor | 12-13 | | Does not meet collegiate standards | 0-11 | | | Click here to enter text. |
| **Content:**  20 points | **The ideal essay uses specific, concrete, and relevant detail to support the thesis.**   * Strategic and thoughtful concepts demonstrate a complex understanding of the topic. * This may be in the form of description, stories, examples, statistics, paraphrases, or summaries of research material, and/or quotes. | |  |  | | --- | --- | | Meets the ideal well | 18-20 | | Meets the ideal | 16-17 | | Aspects of the ideal are insufficient | 14-15 | | Aspects of the ideal are poor | 12-13 | | Does not meet collegiate standards | 0-11 | | | Click here to enter text. |
| **Use of sources:**  20 points | **The ideal essay integrates scholarly content in a matrix of the student’s own ideas and words.**   * Good collegiate resources are selected   + Author identified (beyond editor)   + Peer-reviewed or edited resource * Research material is paraphrased and summarized correctly. * Direct quotes are used strategically but sparingly. * The boundaries between the student’s writing and scholarly sources are clearly identified by proper citation. * The required number/type of sources are incorporated. * Citation is thorough, using a works cited/bibliography page. | |  |  | | --- | --- | | Meets the ideal well | 18-20 | | Meets the ideal | 16-17 | | Aspects of the ideal are insufficient | 14-15 | | Aspects of the ideal are poor | 12-13 | | Does not meet collegiate standards | 0-11 | | | Click here to enter text. |
| **Style:**  10 points | **The ideal essay is written in carefully chosen language with words and sentences that fully express the main idea at an appropriate level of expression.**   * Collegiate-style writing is employed (avoid informal (contractions) and conversational (I, we, you) language. * Thoughtful word choice and careful sentence structure enhances communication. * Cliché, slang, weak repetition, wordiness, and awkward phrasing are avoided. * Inclusive language for humanity is used. | |  |  | | --- | --- | | Meets the ideal well | 9-10 | | Meets the ideal | 8 | | Aspects of the ideal are insufficient | 7 | | Aspects of the ideal are poor | 6 | | Does not meet collegiate standards | 0-5 | | | Click here to enter text. |
| **Mechanics:**  10 points | **The ideal essay is word processed (typed) in proper format and lacks errors of spelling, grammar, and usage.**   * It is free of major errors such as comma splices, fused sentences, fragments, lack of agreement and/or shifts in verb tense or point of view. * It is free of minor errors of punctuation, misspellings, or misused words. | |  |  | | --- | --- | | Meets the ideal well | 9-10 | | Meets the ideal | 8 | | Aspects of the ideal are insufficient | 7 | | Aspects of the ideal are poor | 6 | | Does not meet collegiate standards | 0-5 | | | Click here to enter text. |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Pass = 100-70%  A = 100-93% A - = 92-90% | B+ = 89-87% B = 86-83% B- = 82-80% | C+ = 79-77% C = 76-73% C- = 72-70% | D+ = 69-67% D = 66-60% | F = 59% or lower | | | | **Total points  out of 100:** | **0** |