**Sanderson High School Research Project Rubric** Name:

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| --- | --- | --- | --- | --- | --- |
|  | **Exemplary** | **Satisfactory** | **Developing / Emerging** | **Unsatisfactory** | **Not Submitted** |
| **Focus** | Presents an insightful and focused thesis statement (8) | Presents a thesis statement with adequate insight and focus (6) | Presents a thesis statement with minimal insight and focus (4) | Presents a thesis statement with no insight or focus (2) | Fails to submit paper (0) |
|  | Draws strong and clear connections between the thesis and significant related ideas (8) | Draws adequate connections between thesis and related ideas (6) | Draws insufficient connections between thesis and related ideas (4) | Shows no understanding of connections between thesis and related ideas (2) | Fails to submit paper (0) |
| **Organization** | Effectively provides a logical progression of related ideas and supporting the information in the body of the paper (5) | Adequately provides a progression of ideas and supporting information in the body of the paper (4) | Provides a poorly organized progression of ideas and supporting information in the body of the paper (3) | Does not provide a progression of ideas and supporting information in the body of the paper (2) | Fails to submit paper (0) |
|  | Effectively uses transitions to connect supporting information clearly (5) | Adequately uses transitions to connect supporting information (4) | Ineffectively uses transitions to connect supporting information (3) | Does not use transitions to connect supporting information (2) | Fails to submit paper (0) |
|  | Arrives at a well-documented, logical conclusion, involving critical thinking (5) | Arrives at an adequately-documented conclusion (4) | Arrives at an insufficiently documented conclusion (3) | Does not arrive at a documented conclusion (2) | Fails to submit paper (0) |
| **Support/ Elaboration** | Effectively synthesizes complex ideas from research sources (6) | Sufficiently synthesizes ideas from research sources (4) | Ineffectively synthesizes ideas from research sources (3) | No evidence of synthesizing ideas from research sources (2) | Fails to submit paper (0) |
|  | Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas (6) | Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas (4) | Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas (3) | Lacks supporting information clearly relevant to thesis and its related ideas (2) | Fails to submit paper (0) |
|  | Provides a meaningful presentation of multiple perspectives (6) | Provides an adequate presentation of multiple perspectives (4) | Provides a limited presentation of multiple perspectives (3) | Does not present multiple perspectives (2) | Fails to submit paper (0) |
|  | Effectively balances use of quotations and student paraphrasing (6) | Adequately balances use of quotations and student paraphrasing (4) | Insufficiently balances use of quotations and student paraphrasing (3) | Does not balance use of quotations and student paraphrasing (2) | Fails to submit paper (0) |
| **Style** | Exhibits skillful use of language, including effective word choice, clarity, and consistent voice (5) | Exhibits good use of language including some mastery of word choice, clarity, and consistent voice (4) | Exhibits ineffective use of language including a weak word choice, limited clarity, and inconsistent voice (3) | Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice (2) | Fails to submit paper (0) |
|  | Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions (5) | Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions (4) | Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions (3) | Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions (2) | Fails to submit paper (0) |
| **Conventions** | Demonstrates a sophisticated use of the prescribed format (MLA ), including title page, pagination, and citations (10) | Demonstrates adequate use of the prescribed format (MLA ), including title page, pagination, and citations (8) | Demonstrates limited use of the prescribed format (MLA ), including title page, pagination, and citations (6) | Demonstrates no use of the prescribed format (MLA ), including title page, pagination, and citations (4) | Fails to submit paper (0) |
|  | Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage (5) | Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage (4) | Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage (3) | Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage (2) | Fails to submit paper (0) |
| **Information Literacy** | Conscientiously and consistently demonstrates integrity in citing practices (10) | Generally demonstrates integrity in citing practices (8) | Inconsistently demonstrates integrity in citing practices (6) | Does not demonstrate integrity in citing practices (4) | Fails to submit paper (0) |
|  | Effectively employs an extensive variety primary an secondary sources, including a significant amount of current information (5) | Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information (4) | Employs a limited variety of primary and secondary sources including an insufficient amount of current information (3) | Does not employ a variety of primary and secondary sources and/or does not include current information (2) | Fails to submit paper (0) |
|  | Demonstrates strong evaluation skills in determining resource credibility and reliability (5) | Demonstrates sufficient evaluation skills in determining resource credibility and reliability (4) | Demonstrates limited evaluation skills in determining resource credibility and reliability (3) | Demonstrates no evaluation skills to determine resource credibility and reliability (2) | Fails to submit paper (0) |

**Total Points Earned:**