**Carmel High School**

**FOCUS on Writing Rubric**

**Research Paper**

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| **Criteria** | **Advanced**  **5** | **Proficient**  **4** | **Basic**  **3** | **Below Basic**  **2** | **Far Below Basic**  **1** |
| **F**ormat and Documentation | * Reflects MLA format * Integrates quotes seamlessly * Properly documents all sources with parenthetical citations and a works cited page * Draws upon multiple, varied interview sources * Is proofread, edited, revised, and polished | * Reflects MLA format * Integrates quotes skillfully * Properly documents all sources with parenthetical citations and a works cited page * Draws upon multiple interview sources * Shows evidence of proofreading and revision | * May contain formatting errors * Includes quotes, but they may be awkwardly placed, or incorrectly formatted * Contains minor errors in documentation of sources * May draw upon limited interview sources * Shows little evidence of proofreading or revision | * Contains formatting errors * May not incorporate quotes * May not properly document sources * May not draw upon interview sources * Shows little evidence of proofreading or revision | * Contains serious formatting errors * Does not incorporate quotes * Does not document sources * Does not draw upon interview sources * Shows no evidence of proofreading or revision |
| **O**rganization and Focus | * Contains an engaging and purposeful introduction and conclusion * Structures ideas in a sustained, sophisticated, and logical way and supports them thoroughly with precise and relevant examples * Contains seamless transitions | * Contains a purposeful introduction and conclusion * Structures ideas in well-developed paragraphs that are organized in a sustained and logical fashion * Contains clear transitions | * May lack a purposeful introduction and conclusion * Structures ideas, though pattern may not be logical or sustained, and paragraphs may lack development * Contains ineffective or awkward transitions | * Lacks a purposeful introduction and conclusion * Lacks paragraph development and logical organization * Contains few or no transitions between points | * Lacks an introduction and/or conclusion * Does not contain paragraphs * Paper is off-topic |
| **C**ontent and Development | * Contains a distinct thesis regarding a specific college major * Defends thesis with cogent reasoning, detailed evidence, and exceptional analysis * Varied expert sources are used skillfully * Develops ideas thoroughly | * Contains a coherent thesis regarding a specific college major * Defends thesis with strong and convincing reasoning, evidence, and analysis * Varied sources are used effectively * Develops ideas sufficiently | * Contains a clear thesis regarding a college major * Demonstrates minimal reasoning, evidence, and analysis * Sources are used with little variation * Develops ideas superficially | * Lacks a clear thesis * Demonstrates minimal or superficial reasoning, evidence, and analysis * Minimal sources are used * Does not develop ideas | * Lacks a thesis * Lacks clear reasoning, development, evidence, and analysis * Lacks use of sources |
| **U**se of Conventions | * Contains few, if any, errors in spelling, grammar, or mechanics | * Contains some errors in spelling, grammar, or mechanics which do not interfere with the readers’ understanding | * Contains several errors in the spelling, grammar, or mechanics which may interfere with the readers’ understanding | * Contains serious errors in spelling, grammar, or mechanics which interfere with the readers’ understanding | * Contains numerous serious errors that prevent the reader from understanding the writing |
| **S**tyle and Voice | * Conveys a distinct voice and a consistent, unbiased perspective * Demonstrates a superior understanding of purpose, speaker, audience, and form * Enhances meaning by skillfully employing rhetorical and stylistic devices * Uses distinct diction * Varies sentence types to achieve a specific rhetorical purpose * Uses a distinct, fresh, fluid style | * Contains a clear voice and consistent, unbiased perspective * Demonstrates a clear understanding of purpose, speaker, audience, and form * Enhances meaning by employing rhetorical devices, * Uses strong diction * Includes a variety of sentence types * Uses a clear, natural, and fluid style | * Contains a voice, but it may be generic; perspective may contain bias * Demonstrates some understanding of purpose, speaker, audience, and form * Does little to enhance meaning with rhetorical devices * Uses general diction * Includes limited sentence variety * Uses a natural but predictable style | * May lack a voice; perspective contains bias * Demonstrates little or no understanding of purpose, speaker, audience, and form * Does not use rhetorical devices to enhance meaning * Uses vague language * Lacks sentence variety * Uses a generic style | * Lacks a voice and/or perspective * Demonstrates no understanding of purpose, speaker, audience, and form * Uses vague or inappropriate diction * Uses a choppy, bland, or inappropriate style |