**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
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