

Research Paper Rubric, Sunapee Middle High School, Sunapee, NH

	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Source citation	All internal citations are properly formatted, correspond correctly to information sources, and the works cited page is fully accurate according to MLA formatting guidelines	All internal citations correspond correctly to information sources and nearly all are properly formatted; the works cited page is accurately presented in MLA format with minimal exception	While internal citations correspond to information sources, in several cases information is inaccurate, incorrectly formatted or incomplete; works cited page contains some formatting errors	Citation errors are too significant to be further scored; plagiarism is a clear possibility and/or formatting errors significantly limit usefulness of citations as source identifiers
Thesis	Thesis, which is unique, complex and academically significant, is clearly stated	Thesis, which is clearly stated, reflects some complexity and significance	Thesis is understandable but lacks depth and/or significance	Thesis is difficult to understand and lacks significance
Introductory paragraph	The introductory paragraph, which is properly shaped, generates interest, reflects deep understanding of topic, establishes the scope of the paper and conveys broad research findings	The introductory paragraph, which approaches proper design, establishes the scope of the paper and conveys broad research findings	The introductory paragraph, which may be incorrectly shaped, identifies some research findings but does not clearly establish the scope of the paper	Introductory paragraph does not establish the scope of the paper and does not convey research findings; the paragraph is noticeably limited and/or poorly designed
Supporting paragraphs	Paragraphs are properly shaped, including clear topic sentences and supporting information; based on focus question notes, paragraphs consistently reinforce thesis and show thoughtful sequencing and smooth transitioning between ideas	Paragraphs have identifiable topic sentences and approach proper overall design; paragraphs are based on focus question notes and consistently reinforce the thesis; some sequencing and intentional transitioning is apparent	Paragraphs are based on focus question notes, but do not reinforce the thesis consistently; paragraphs tend to be poorly shaped, which tends to affect readability; lacks transitioning between ideas	Paragraphs are not based on focus question notes and consequently do not consistently reinforce the thesis; topic sentences are unclear and/or paragraphs have problems of shape and readability suffers
Integration of information	Integrates information from a variety of sources in order to address each focus question in supporting paragraphs and the paper reflects a balanced use of all resources	Most focus questions are answered by integrating information from several sources and the paper reflects a balanced use of all resources	Some focus questions are answered by integrating information from several sources, but some rely on only one source and the overall balance of resources is not well-rounded	Most focus questions are only supported with information from one source
Use of quotations and research findings	Smoothly embeds carefully selected quotations to advance the understanding of the quote and its relationship to the thesis; skillfully integrates research findings to enhance the paper's overall message	Includes relevant quotations and research findings to answer focus questions and to support thesis	Includes some evidence to support thesis but the use of additional quotes or research findings could have been used to support the thesis and advance overall understanding	The use of quotes and research findings is noticeably limited and results in an unsupported thesis

Research Paper Rubric, Sunapee Middle High School, Sunapee, NH

Conclusion	Provides closure by reiterating thesis, summarizing most important findings, and making inferences while providing significance of the research in a broad context	Provides closure by reiterating thesis and summarizing most important findings; makes limited inferences while attempting to broaden research findings	Provides closure by restating the thesis and providing a summary of findings, which may be limited	Conclusion does not provide closure because thesis is not revisited and/or research findings are not summarized
Spelling, grammar, paper formatting	The paper is essentially error free; meaning is clear	There are a few errors in spelling, grammar, punctuation or paper formatting; errors occasionally obscure meaning, but meaning remains mostly clear	There are several errors in spelling, grammar, punctuation or paper formatting; errors tend to obscure meaning	Numerous errors in spelling, grammar, punctuation and formatting impact readability of the paper
Writing style and academic tone	The writing incorporates varying sentence structure, transitional phrasing and rich word usage and is written in the 3 rd person; does not use contractions, slang or abbreviations	The paper uses appropriate vocabulary and is written in the 3 rd person; does not use contractions, slang or abbreviations; writing is clear and paper is readable	While the paper is written in the 3 rd person, a few contractions, slang expressions and/or abbreviations are present; writing may be unclear	The writing contains contractions, slang expressions and/or abbreviations and is not always written in the 3 rd person; writing tends to be unclear