### The Rubric:

A rubric is a scoring tool for subjective assessments. It is a set of criteria and standards linked to learning objectives that is used to assess a student's performance on papers, projects, essays, and other assignments. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent. *Wikipedia 4.24*

The rubric is an attempt to delineate consistent assessment criteria. It allows teachers and students alike to assess criteria which are complex and subjective and also provide ground for self-evaluation, reflection and peer review. It is aimed at accurate and fair assessment, fostering understanding and indicating the way to proceed with subsequent learning/teaching. *Wikipedia 4.25*

### Plagiarism:

"Plagiarism is the use or close imitation of the work of another author without citing that author. It is a copyright infringement. Short passages of another author's work can be cited, but must be identified as quotations and correctly cited." (Prof. C. Schwarzenegger – uni journal 4/2006)
- Papers must be submitted electronically either in PDF or DOC format.
- Standardized (computer) methods will be used to detect plagiarism.

# Research Paper Rubric

Student Name: _____ Teacher Name: _____

**Yes Test:** You must receive all "yeses" for your paper to be scored. Any "no" will stop the process.

| Yes | No | Basic Requirement |
|---|---|---|
| | | 1. Paper typed |
| | | 2. Thesis clearly stated in intro and referenced in the conclusion |
| | | 3. Correct documentation style used in text |
| | | 4. Citing evident |
| | | 5. Minimum 5 sources (and a variety of types) |
| | | 6. Works Cited/Bibliography or References accurate and correctly formatted |
| | | 7. Paper written in 3rd person; content not personal essay but non-biased research |
| | | 8. Paper meets minimum length standard (5-8 pages, excluding title and Works Cited/Bibliography or References) |
| | | 9. Evidence of consistent and conscientious editing |

**4—Clearly a knowledgeable, practiced, skilled pattern**
**3—Evidence of a developing pattern**
**2—Superficial, random, limited consistencies**
**1—Unacceptable skill application**

## Use of Sources

| Skill application demonstrates use which represents → | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Researched information appropriately documented | | | | |
| Enough outside information to clearly represent a research process | | | | |
| Demonstrates use of paraphrasing, direct, and indirect quotations | | | | |
| Information connects to the thesis | | | | |
| Sources on Works Cited/Bibliography or References accurately match sources cited within the text | | | | |

_____/20

## Content/Organization

| Skill application demonstrates use which represents → | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Introduction engaging and clearly defines thesis | | | | |
| Thesis is challenging and focused | | | | |
| Content connecting to thesis is clarifying, exploring, explaining, developing | | | | |
| Text organization flows sensibly and smoothly | | | | |
| Mixture of personal voice interwoven with research (commentary) | | | | |
| Conclusion thoughtful, engaging, and clear | | | | |

_____/24

## Mechanics/Usage/Spelling/Format

| Skill application demonstrates use which represents → | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Pagination (top right following last name) | | | | |
| 12 point Times New Roman font and appropriate margins | | | | |
| Usage/Grammar | | | | |
| Correct paragraphing | | | | |
| Written in formal style | | | | |

_____/20

## Information Literacy

| Skill application demonstrates use which represents → | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Consistent Format (MLA or APA) | | | | |
| Evidence of thorough research (sources represent variety and types) | | | | |
| Documentation demonstrates conscientious application of citing ethics | | | | |
| Evidence of sorting and selecting appropriate material | | | | |
| Evidence of importance of author's credibility and validity | | | | |
| Research offers non-biased, fair research perspective from which a conclusion is drawn | | | | |
| Research information goes beyond surface information | | | | |

_____/28

**Total Score: _____/92   Total Percentage: _____%**