

2018-19 Research Paper Rubric

	Exemplary (A Level)	Accomplished (B Level)	Developing (C Level)	Beginning (D/F Level)
Academic Skill & Content Knowledge (0-40 pts)	36-40 Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth in student's ability to relate course content to practical examples and applications.	32-35 Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given.	28-31 The assignment reveals that the student has a general, fundamental understanding of the course material. There are some areas of concern in the linkages provided between facts and supporting statements.	0-27 Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments.
Writing Skill Content and Development (0-30 pts)	27-30 Presents a clear central idea/thesis about the topic. Fully develops the central idea with insightful and relevant details. Sustains focus on central idea throughout the writing	24-26 Presents a central idea/thesis about the topic. Attempts to develop the main idea, but details presented may be general or the elaboration may be uneven. Sustains focus generally but may shift slightly.	21-23 Central ideas/thesis may be unclear. Details may be sparse; more information is needed to clarify the central idea. Focus may shift or be lost causing confusion for the reader.	0-20 (D-Level) There is no clear central idea/thesis. Details are absent or confusing. There is no sense of focus. (Failing) Off topic, illegible, or an insufficient amount of original writing to evaluate.
Writing Skill Organization (0-20 pts)	18-20 A clear organizational strategy is present; there is evidence of a plan for presenting information. There is a logical progression and smooth transitions between ideas. There is a logical progression of ideas. There is a clear introduction, body, and conclusion.	16-17 A clear organizational strategy is present. There is usually a logical progression of ideas. There is an introduction, body, and conclusion.	14-15 There is some evidence of an organizational strategy. The progression of ideas may be simplistic, repetitious, or somewhat random. Attempts an introduction, body, and conclusion.	0-13 (D Level) No plan for presenting information is evident. Information is presented in random order. May lack an introduction, body, and conclusion. (Failing) Off topic, illegible, or an insufficient amount of original writing to evaluate.
Writing Skill Conventions & Voice (0-30 pts)	27-30 Rules of standard English usage are applied consistently; there may be minor errors in standard written English. Sentences are constructed correctly; the ability to form sophisticated structures is displayed. There are few errors in capitalization, punctuation, and spelling. Errors, when present, do not detract from the writer's meaning. Presentation of ideas is in a clear and concise writing style. Presents an extensive understanding of word usage.	24-26 Rules of standard English are usually applied; there may be a few errors in standard written English. Sentences are usually constructed correctly; structures that are more sophisticated may not be attempted or done correctly. There are some errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's meaning. Phrasing is effective, neither predictable nor obvious. Varies sentence structures to promote rhythmic reading.	21-23 Rules of standard English usage are applied inconsistently; there is a pattern of errors in standard written English. Sentences may be limited to simple constructions or be incorrect. There are many errors in capitalization, punctuation, and spelling. Errors interfere with the writer's meaning. Phrasing may not be effective, and may be predictable or obvious. Some sentence variety that results in reading that is sometimes rhythmic; may be mechanical.	0-20 (D Level) Rules of standard English usage are not applied; there are frequent and serious errors in standard written English. Sentences are generally incorrectly formed. There are frequent and serious errors in capitalization, punctuation, and spelling. Phrasing may be repetitive or confusing. There is little sentence variety; reading is monotonous. Errors distort the writer's meaning. (Failing) Off topic, illegible, or an insufficient amount of original writing to evaluate.

Information Literacy (0-20 pts)	18-20 Student provides a high-caliber, well formatted assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Follows ALL formatting requirements to the highest standard..	16-17 Student has a good command of technology and is able to use it to provide appropriate and accurate references in support of research. Student uses appropriate technology in the presentation of information. Follows ALL formatting requirements.	14-15 Student demonstrates a basic knowledge of technology for research purposes. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and internet research. Follows MOST formatting requirements.	0-13 Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of errors in presentation or references is not acceptable. Follows FEW or NO formatting requirements.
Analysis (0-40 pts)	36-40 Student demonstrates a high level of critical thinking appropriate to a AP course. Student provides comprehensive analysis of details, facts and concepts in a logical sequence. Student presents a genuine intellectual development of ideas throughout assignment.	32-35 Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge. Overall, student provides more than adequate conclusions.	28-31 Student generally explains concepts, but only meets the minimum requirements in this area. Student appears to have problems applying information in a problem-solving manner.	0-27 Student demonstrates beginning understanding of key concepts, but overlooks critical detail. Student presents concepts in isolation, and does not seem to have logical sequencing of ideas. Student presents confusing statements and facts in assignment. There is no evidence or little evidence of critical thinking skills.
Preparation for Lifelong Learning (0-20 pts)	18-20 The student seems to invest significant effort in learning. This assignment demonstrates that the student made new connections based on the information researched. Student provides well-supported ideas and reflection with a variety of current and/or worldviews in the assignment.	16-17 The student makes good use of their resources and acquired knowledge to produce this assignment	14-15 The student uses easily available resources to complete the assignment but does not make the effort to strive for superior academic work.	0-13 The student makes little effort to use readily available resources, and appears to have put minimal effort into the assignment