**AHS – Research Paper Rubric**

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| **Category** | **5** | **4** | **3** | **2** | **1** |
| Thesis | * Clearly stated and appropriately focused.
 | * Clearly stated but focus needed to be sharper.
 | * Thesis stated but not appropriately focused.
 | * Thesis is inadequate and/or confusing.
 | * No statement of thesis or objective for research observed.
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| Quality of Information: Connection to the Topic of the Paper | * Information clearly related to the main topic, included consistent supporting details and/or examples.
 | * Information clearly related to the main topic, provided adequate supporting details and/or examples.
 | * Information clearly related to the main topic, provided some supporting details and/or examples.
 | * Information related to the main topic, no details or examples provided.
 | * Information had little or nothing to do with main topic.
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| Organization | * Information is logically organized.
 | * Information is adequately organized.
 | * Information is somewhat organized.
 | * Obvious lack of organization.
 | * No observable organization.
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| Paragraph Construction | * All paragraphs include a topic sentence, explanations or details, concluding sentence, and transition words.
 | * Most paragraphs include topic sentence, explanations or details, concluding sentence, and some transitions.
 | * Paragraphs included related information, but no topic sentences and poor paragraph construction.
 | * Paragraph structure was not clear, sentences were not typically related within the paragraphs and no topic sentences.
 | * No paragraphs observed, and or no relationships between sentences and paragraphs could be detected.
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| Counter Argument | * The counter argument is eloquently incorporated.
 | * The counter argument is clearly incorporated.
 | * The counter arguments is present, but underdeveloped.
 | * A counter arguments is present, but inappropriate.
 | * There is no detectable counter argument in the paper.
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| Mechanics | * Little to no grammatical, spelling or punctuation errors observed.
 | * Few grammatical, spelling or punctuation errors observed.
 | * Moderate grammatical, spelling or punctuation errors observed.
 | * Considerable grammatical, spelling or punctuation errors observed.
 | * No observable effort in the area of mechanics – errors made the paper unreadable.
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| Parenthetical Referencing | * All sources accurately documented in parenthetical references.
 | * All sources accurately documented in parenthetical references, but a few were not in MLA format.
 | * Documented in parenthetical references were consistently attempted, but a few were not in MLA format.
 | * Some attempts at documentation are present, but most were not were not accurate or in MLA format.
 | * No parenthetical references and or referencing rules were observed.
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| MLA Formatting | * More than 3 appropriate sources documented properly.
 | * At least 3 appropriate sources documented properly.
 | * At least 2 appropriate sources documented properly.
 | * At least 2 appropriate sources documented properly.
 | * No observable effort in MLA formatting or documentation.
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