**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. |
| 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. |
| Organization | * Information is logically organized. | * Information is adequately organized. | * Information is somewhat organized. | * Obvious lack of organization. | * No observable organization. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |