

**Research Paper Grading Rubric**

**Student name** \_\_\_\_\_

Category	A	B	C	D/F
<b>Argument</b>	The paper makes a sophisticated argument that is controversial and specific. It builds this argument by making smaller points in each paragraph.	The paper makes a clear argument that is somewhat controversial and/or specific. The smaller points for the most part build toward this argument.	The paper makes an argument, but it may be somewhat unclear at times, and it may not be controversial or specific	The paper may not make a coherent argument or may simply state disconnected information.
<b>Organization</b>	The paper puts forth a very clear thesis and plan, and follows with a logically-sequenced set of claims. It uses effective topic sentences for each paragraph, and connects each point back to the thesis.	The paper puts forth a thesis and follows with a logical set of claims. The paragraphs for the most part are well structured, with topic sentences and connections back to the thesis.	The paper may attempt to put forth a thesis, plan, and claims, but those may not always be clear. Some of the paragraphs may not use topic sentences or connect back to the thesis.	The paper may not put forth a thesis or plan, or its claims may not match its intended argument. Most of the paragraphs are unstructured, without topic sentences or connections to the thesis.
<b>Evidence</b>	All claims are effectively supported with specific evidence. The paper uses a mix of scholarly and primary resources to effectively present and defend a well-researched set of claims. All quotations, data, and paraphrases are well-blended (introduced clearly and explained).	Claims are supported with specific evidence. The paper uses a mix of scholarly and primary resources to present and defend a well-researched set of claims. Most quotations, data, and paraphrases are introduced clearly and explained well.	Claims are usually supported with specific evidence. The paper uses scholarly and primary resources to present a set of claims, but may do so unsuccessfully or unconvincingly. Some quotations, data, and paraphrases may not be introduced clearly or contextualized.	Claims may not be supported with evidence, or the evidence may not always be relevant. The paper mostly fails to use scholarly or primary sources effectively or tie research to claims. Quotations, data, and paraphrases may not be introduced at all and/or may be hard to follow.
<b>Style</b>	The paper has especially sophisticated sentence structures, word choice, and organization. It is very clear and easy to read; it flows smoothly. There are no proofreading errors, or only minor errors. It correctly follows MLA formatting for citations. The style and tone are very appropriate to the audience.	The analysis has effective sentence structures, word choice, and organization. It is clear and easy to read. It flows smoothly most of the time. There may be some proofreading errors but they do not interfere with the reader's understanding. It follows MLA formatting for citations (may contain 1-2 minor errors). The style and tone are mostly appropriate to the audience.	The sentence structures, word choice, and/or organization may be adequate but limited. The writing may be unclear at times. There may be some proofreading errors that begin to distract the reader. It may not adequately use MLA formatting for citations. The style and/or tone may not be appropriate for the audience.	The sentence structures, word choice, and/or organization are inadequate. The writing may often be unclear. There may be major proofreading errors that distract the reader. There may be little or no evidence of MLA citation. The style and tone may be very inappropriate for the audience.