

Research Paper Rubric, Sunapee Middle High School, Sunapee, NH

	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Source citation	All internal citations correspond correctly to works cited and the entire works cited page is properly written and accurately presented in MLA format	All internal citations correspond correctly to works cited and the works cited page is properly written and accurately presented in MLA format with minimal exception	While internal citations correspond to works cited, in some cases information is inaccurate or incomplete; the works cited page contains some errors in formatting	CITATION ERRORS ARE TOO SIGNIFICANT TO BE FURTHER SCORED. PLAGIARISM IS A CLEAR POSSIBILITY.
Thesis	Thesis, which is unique, complex and academically significant, is clearly stated	Thesis, which is clearly stated, reflects some complexity and significance	Thesis is understandable but lacks depth and/or significance	Thesis is difficult to understand and lacks significance
Introductory paragraph	Introductory paragraph generates interest , reflects deep understanding of topic and establishes the scope of the paper and conveys broad research findings	Introductory paragraph establishes the scope of the paper and conveys broad research findings	Introductory paragraph identifies some research findings but does not clearly establish the scope of the paper	Introductory paragraph does not establish the scope of the paper and does not convey research findings
Supporting paragraphs	Supporting paragraphs, based on focus question notes, consistently reinforce the thesis and show thoughtful sequencing that advances the overall message of the paper	Supporting paragraphs, based on focus question notes, consistently reinforce the thesis	Supporting paragraphs are based on focus question notes, but do not reinforce the thesis consistently	Supporting paragraphs are not based on focus question notes and consequently do not consistently reinforce the thesis
Integration of information	Integrates information from a variety of sources in order to address each focus question in supporting paragraphs and the paper reflects a	Most focus questions are answered by integrating information from several sources and the paper reflects a balanced use of all resources	Some focus questions are answered by integrating information from several sources, but some rely on only one source and the overall balance of	Most focus questions are only supported with information from one source

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	balanced use of all resources		resources is not well-rounded	
Use of quotations and research findings	Smoothly embeds carefully selected quotations to advance the understanding of the quote and its relationship to the thesis; skillfully integrates research findings to enhance the overall message of the paper	includes relevant quotations and research findings to answer focus questions and to support thesis	includes some evidence to support thesis but the use of additional quotes or research findings could have been used to support the thesis and advance overall understanding	The use of quotes and research findings is noticeably limited and results in an unsupported thesis
Conclusion	Provides closure by reiterating the thesis and summarizing most important findings while providing the significance of the research in a broad context	Provides closure by reiterating the thesis and summarizing most important findings	Provides closure by restating the thesis and providing only a partial summary of findings	Conclusion does not provide closure because thesis is not revisited and/or research findings are not summarized
Spelling, grammar, paper formatting	The paper is essentially error free.	There are a few errors in spelling, grammar, punctuation or paper formatting	There are several errors in spelling, grammar, punctuation or paper formatting	Numerous errors in spelling, grammar, punctuation and formatting impact readability of the paper
Writing style and academic tone	The writing incorporates varying sentence structure, transitional phrasing and rich word usage and is written in the 3 rd person; does not use contractions, slang or abbreviations	The paper uses appropriate vocabulary and is written in the 3 rd person; and does not use contractions, slang or abbreviations	While the paper is written in the 3 rd person, a few contractions, slang expressions and/or abbreviations are present	The writing contains contractions, slang expressions and/or abbreviations and is not always written in the 3 rd person