# Senior Project Research Paper Rubric

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Proficient</th>
<th>Apprentice</th>
<th>Novice</th>
</tr>
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<tbody>
<tr>
<td><strong>Exceeds Standards</strong></td>
<td><strong>Achieves Standards</strong></td>
<td><strong>Developing-nearly achieves the standard; revision required</strong></td>
<td><strong>Below Standard-revision required</strong></td>
</tr>
<tr>
<td>•Paper reflects a sophisticated understanding of a chosen topic.</td>
<td>•Paper reflects a clear understanding of a chosen topic. W.11-12.1, W.11-12.8</td>
<td>•Paper reflects a superficial understanding of a chosen topic.</td>
<td>•Paper reflects little understanding of a chosen topic.</td>
</tr>
<tr>
<td>•Thesis clearly states the main point of the paper in a well-written sentence.</td>
<td>•Thesis states the main point of the paper in a fairly well-written sentence. W.11-12.1a</td>
<td>•Thesis weakly states the main point of the paper in a sentence.</td>
<td>•Thesis inadequately states the main point of the paper.</td>
</tr>
<tr>
<td>•Clearly stated topic sentences always support the thesis statement.</td>
<td>•Clearly stated topic sentences almost always support the thesis statement. W.11-12.1b</td>
<td>•Topic sentences weakly support the thesis or are sometimes missing.</td>
<td>•Topic sentences are frequently missing.</td>
</tr>
<tr>
<td>•Three to four points support the topic sentence (P).</td>
<td>•Three points support the topic sentence (P). W.11-12.1a</td>
<td>•Topic sentences are not consistently supported by three points (P).</td>
<td>•The concept of PIE is not evident in the development of body paragraphs.</td>
</tr>
<tr>
<td>•Each point is supported by one or more pieces of evidences (I).</td>
<td>•Each point is supported by at least one piece of evidence (I). W.11-12.1b</td>
<td>•Each point is not always supported by at least one piece of evidence (I).</td>
<td>•Connection of evidence to the thesis is frequently unclear.</td>
</tr>
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<td>•Significance of evidence is clearly explained (E).</td>
<td>•Significance of evidence is almost always explained (E). W.11-12.1e</td>
<td>•Significance of evidence is sometimes explained (E).</td>
<td>•Too few sources are used for citations.</td>
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<td>•Clear, accurate evidence consistently relates to the thesis.</td>
<td>•Clear, accurate evidence almost always relates to the thesis. W.11-12.1b</td>
<td>•Accurate evidence sometimes relates to the thesis.</td>
<td>•Content reflects the use of too many direct quotations. Paraphrases have essentially not been used.</td>
</tr>
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<td>•Sources of varying types have been cited in a balanced manner.</td>
<td>•Sources of varying types have been cited and almost always in a balanced manner. W.11-12.8</td>
<td>•Sources have sometimes been cited but not in a balanced manner.</td>
<td>•Writer’s voice is usually absent.</td>
</tr>
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<td>•Content reflects paraphrased evidence. Direct quotes are used sparingly.</td>
<td>•Content usually reflects paraphrased evidence. Direct quotes are present but do not overshadow paraphrased evidence. W.11-12.1b</td>
<td>•Content reflects too many direct quotes and not enough paraphrasing.</td>
<td>•Intext documentation is inconsistently and/or inaccurately used.</td>
</tr>
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<td>•Writer’s voice, consistently evident throughout the paper, demonstrates engagement with and commitment to the topic.</td>
<td>•Writer’s voice, frequently evident throughout the paper, demonstrates engagement with and commitment to the topic. W.11-12.1d, W.11-12.1e</td>
<td>•Writer’s voice is frequently absent.</td>
<td>•Text length does not meet the required length.</td>
</tr>
<tr>
<td>•Extensive and sophisticated depth of knowledge is evident in both the style and the substance of the elaboration.</td>
<td>•Depth of knowledge is evident in both the style and the substance of the elaboration. W.11-12.1, W.11-12.7, W.11-12.8</td>
<td>•Intext documentation is almost always accurately used. L.11.12.2</td>
<td>•Works Cited page is not present.</td>
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<tr>
<td>•Intext documentation is consistently and accurately used.</td>
<td>•Intext documentation is almost always accurately used. L.11.12.2</td>
<td>•Text meets required length.</td>
<td></td>
</tr>
<tr>
<td>•Text meets the required length.</td>
<td>•Text meets required length.</td>
<td>•Works Cited page is almost always accurate. L.11-12.2</td>
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Narragansett High School English Department
Revised 2010, August 19, 2013
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**Structure (W.11-12.1, W.11-12.4)***
- A multi-paragraph introduction **engages the reader** drawing them into the paper.  
- Method of organization is not only **clear**, but also **well suited to the topic**.  
- **Consistently** used transitions create unity within and between the paragraphs.  
- **Conclusion clearly** brings closure to the paper with a method **very appropriate** for the purpose of the paper and demonstrates a **sophisticated understanding** and depth of knowledge about the topic.  

- A multi-paragraph introduction **draws the reader** into the paper.  
- Method of organization **suits the topic.**  
- Transitions are used **frequently** to create unity within and between the paragraphs.  
- Conclusion **clearly** brings closure to the paper with a method **fairly appropriate** for the purpose of the paper and demonstrates a **cohesive understanding about the topic.**  

- A **basic introduction** is present.  
- A method of organization suitable for the topic is **not consistently used**.  
- Transitions between paragraphs are frequently missing.  
- A **basic conclusion** brings closure to the paper but leaves the reader wondering.  

- A **ineffective** introduction is present.  
- A method of organization is **not evident**.  
- Transitions between paragraphs are missing.  
- Transitional paragraphs needed to link the sections of the paper are absent.  
- A conclusion does not necessarily bring closure to the paper.  

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**Style (W.11-12.1, W.11-12.4, L.11-12.1a, L.11-12.6)**
- Third person point of view is **consistently** used. **No** first or second person is present in the entire paper.  
- Quotations are **always** properly framed/introduced.  
- Authorities are **always clearly** referenced in the text.  
- **Sophisticated** diction enhances the point of the paper.  
- A variety of sentence structures is **consistently** employed.  
- **Sentence structure is polished.** The text flows smoothly as a result.  
- Mechanical errors may be present, but are **rare**. They in no way detract from the overall effectiveness of the writing.  

- Third person point of view is **somewhat consistently** used. An **occasional** first or second person may be present. W.11-12.4  
- Quotations are **almost always** properly framed/introduced. W.11-12.1a  
- Authorities are **almost always clearly** referenced in the text. W.11-12.1a  
- **Diction is appropriate** for the content of the paper. W.11-12.1d, L.11-12.6  
- **Sentence structure demonstrates some variety.** L.11-12.3a  
- **Sentence structure is clear.** The text flows smoothly as a result. W.11-12.4  
- **Few** mechanical errors are present. They may distract slightly from the overall effectiveness of writing. L.11-12.1, L.11-12.2  

- Third person point of view is **not consistently** used.  
- Quotations are **occasionally** framed/introduced.  
- Authorities are **not consistently** referenced in the text.  
- **Diction is adequate** for the content of the paper.  
- **Variety of sentence structure is limited.**  
- Sentence structure is **awkward** and sometimes interrupts the flow of the text.  
- **Mechanical errors are occasional** and/or are **sometimes intrusive.**  

- Inappropriate point of view is used.  
- Quotations are not framed/introduced.  
- Authorities are not referenced in the text.  
- Diction is **inappropriate** for the content of the paper.  
- Sentence structure **lacks variety.**  
- Sentence structure is **awkward** and interrupts the flow of the text.  
- **Mechanical errors disrupt the flow of the text.**