Phase I Final Draft Rubric: The Research Paper Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_ Hour \_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Introduction (10)** | 4 | 3 | 2 | 1 |
| --Hook\_\_\_X.5= \_\_\_\_/2 | Extremely clear, relevant and significant story or statistic effectively gets the reader’s attention and sets the focus of the paper. | Relevant story or statistic clearly gets the reader’s attention and sets the focus of the paper. | A story or statistic gets the reader’s attention, but problems in clarity and relevance somewhat confuse the reader. | Weak, unclear, or irrelevant story or statistic is present but confuses instead of intrigues the reader. |
| --Premise/Context\_\_\_X.5= \_\_\_\_/2 | The writer clearly discusses relevant background information and the importance of the topic. | The writer discusses background information and importance with minor gaps in clarity or relevance. | The writer includes relevant background information with little or unclear emphasis of the importance. | Weak, unclear, or irrelevant background information is present, but confusing. |
| --Argument\_\_\_X.5= \_\_\_\_/2 | The writer clearly and effectively introduces the ideas that will prove the thesis. | The writer introduces the ideas with minor gaps in clarity or relevance. | The writer introduces the ideas, but the reader is somewhat confused. | Weak, unclear, or irrelevant arguments are present but confusing. |
| --Thesis\_\_\_X 1= \_\_\_\_/4  | A clear, concise, debatable thesis sets the author’s purpose. | A mostly clear, concise, and/or debatable thesis sets the author’s purpose. | A debatable thesis sets the author’s purpose with some confusion to the reader. | The thesis is present but is either not debatable or does not clearly set the purpose. |
| **Counterargument (10)**\_\_\_\_/4 X 2.5= \_\_\_\_/10 | The counterargument achieves purpose by (1) acknowledging the opposition, (2) incorporating relevant research, (3) showing fault in the opposition with valid, in-depth connections b/t the counterclaim, evidence, common knowledge, and thesis, and (4) transitioning to thesis. | The counterargument achieves purpose by developing a counter-claim that meets all criteria but lacks either in clarity, relevance, significance, or depth, **or** slightly in each. | The counterargument achieves purpose by developing a counter-claim that meets all criteria but lacks one or more of these: clarity, relevance, significance, or depth**, or** significantly lacks in each. | The counterargument poorly achieves purpose because it does not clearly meet the criteria. |
| **Argument Paragraphs (40)** | 4 | 3 | 2 | 1 |
| --Claims\_\_\_x2.5= \_\_\_\_/10 | Relevant claims clearly achieve purpose by setting up arguments that prove the thesis. | Mostly clear and relevant claims achieve purpose by proving the thesis. | Claims achieve purpose by proving the thesis but lack clarity and relevance. | Claims are present but do not support the thesis; they are only inform not argue.  |
| --Quotes\_\_\_x2.5= \_\_\_\_/10 | The author effectively achieves purpose by incorporating relevant research with exact context to support the claim. | The author achieves purpose by incorporating relevant research. | The author achieves purpose with relevant research, but the context is too narrow or too broad. | There is irrelevant research or unclear context that does not contribute to purpose. |
| --Relevance (4d) and--Significance (4a)\_\_\_x2.5= \_\_\_\_/10 | The explanation maintains focus and achieves purpose with very little digression or irrelevance. | The explanation maintains focus and achieves purpose despite digression or irrelevance. | The explanation loses focus; there is both some digression and irrelevant ideas. | The explanation is present but unfocused; the reader is confused. |
| --Depth\_\_\_x2.5= \_\_\_\_/10 | The author develops the argument with valid, in-depth connections between the claim, evidence, common knowledge, and thesis by elaborating with purpose and focus to completely convince the reader.  | The author develops the argument with mostly valid, in-depth connections between the claim, evidence, common knowledge, and thesis by elaborating with purpose and focus and almost completely convinces the reader. | The author develops the argument with valid connections between the claim, evidence, common knowledge, and thesis, but lacks depth, purpose, and focus and does not completely convince the reader.  | The author develops the arguments with invalid or weak connections between the claim, evidence, and thesis, and the elaboration lacks depth, purpose, and focus and does not convince the reader.  |
| **QTRP (10)** | 4 | 3 | 2 | 1 |
| --Quote Introductions\_\_\_\_X.75= \_\_\_\_/3 | All quotes and paraphrases are properly introduced. | 1-2 errors in quote introduction | 3-4 errors in quote introduction | 5-6 errors |
| --Analysis Transitions\_\_\_\_X1=\_\_\_/4 | Proper transitions are used between each piece of research, its analysis, and the argument. | 1-2 errors | 3-4 errors | 5-6 errors |
| --In-Text Citations\_\_\_\_X.75= \_\_\_\_/3 | Proper credit is given for every piece of research used. | 1-2 errors | 3-4 errors | 5-6 errors |
| **Conclusion (10)** | 4 | 3 | 2 | 1 |
| --Relevance/Significance--Depth\_\_\_\_/2.5= \_\_\_\_/10 | The writer most effectively concludes the paper completely convincing the reader that the thesis is true. | The writer effectively concludes the paper convincing the reader that the thesis is true. | The writer concludes the paper almost convincing the reader that the thesis is true. | The writer concludes the paper but does not convince the reader that the thesis is true. |
| **Transitions** | 4 | 3 | 2 | 1 |
| --within paragraphs\_\_\_\_X1=\_\_\_/4 | Ideas flow logically with well-chosen transitional words, phrases, and/or repeated ideas within sentences and paragraphs. There is cohesion of ideas little choppiness or confusion. | Ideas flow logically with well-chosen transitional words, phrases, and/or repeated ideas within sentences and paragraphs. There is cohesion of ideas with some choppiness and/or confusion. | Ideas almost flow with somewhat appropriate transitional words, phrases, and/or repeated ideas within sentences and paragraphs. There is some cohesion of ideas and some choppiness and confusion. | Ideas are disconnected with inappropriate or missing transitional words, phrases, and/or repeated ideas within sentences and paragraphs. There is little cohesion of ideas, choppiness, and confusion. |
| -Between paragraphs\_\_\_\_ X1.5=\_\_\_\_/6 | Ideas flow logically with well-chosen transitional words, phrases, and/or repeated ideas between paragraphs. The paper has cohesive ideas little choppiness or confusion. | Ideas flow logically with well-chosen transitional words, phrases, and/or repeated ideas between paragraphs. The paper has cohesive ideas with some choppiness or confusion. | Ideas almost flow with somewhat appropriate transitional words, phrases, and/or repeated ideas between paragraphs. There is some cohesion of ideas and some choppiness and confusion. | Ideas are disconnected with inappropriate or missing transitional words, phrases, and/or repeated ideas between paragraphs. There is little cohesion of ideas, choppiness, and confusion. |
| **Overall Clarity** | 4 | 3 | 2 | 1 |
| --a. Sentence Structure\_\_\_X.5= \_\_\_\_/2 | 0-2 errors: Sentence structures vary and achieve author’s purpose because they make perfect sense. | 3-5 errors: Most sentences achieve author’s purpose because make perfect sense. | 6-8 errors: Some sentences achieve author’s purpose because are awkwardly structured. | 9-10 errors: Many sentences are confusing and detract from the author’s purpose. |
| --b. Diction/Dead Words\_\_\_X.5= \_\_\_\_/2 | 0-2 errors: Well-chosen words create specific meaning and enhance author’s purpose. | 3-5 errors: mostly achieve purpose | 6-8 errors: somewhat achieve purpose | 9-10 errors: detract from purpose |
| --c. Organizational Clarity\_\_\_\_X1=\_\_\_/4 | 0-2 errors: Phrases are appropriately sequenced in sentences; sentences are appropriately sequenced in paragraphs, and paragraphs are appropriately sequenced throughout the paper. | 3-5 errors | 6-8 errors | 9-10 errors |
| --d. Confusion\_\_\_X.5= \_\_\_\_/2 | 0-2 errors: Sentences achieve author’s purpose with definite meaning; there is no confusion about meaning or purpose. | 3-5 errors | 6-8 errors | 9-10 errors |
| **Overall Accuracy** | 4 | 3 | 2 | 1 |
| --a. Verifiable facts\_\_\_X.5= \_\_\_\_/2 | 0-2 errors: Quotes are copied or paraphrased accurately. | 3-5 errors | 6-8 errors | 9-10 errors |
| --b. Fragment/Run-on\_\_\_X.5= \_\_\_\_/2 | 0-2 errors: Sentences have at least one subject and verb, and sentences with multiple subjects and verbs are punctuated correctly. | 3-5 errors | 6-8 errors | 9-10 errors |
| --c. Quote Citation | Graded in QTRP | Graded in QTRP | Graded in QTRP | Graded in QTRP |
| --f. Punctuation \_\_\_/2 | 0-2 errors | 3-5 errors | 6-8 errors | 9-10 errors |
| --f. capitalization \_\_\_/2 | 0-2 errors | 3-5 errors | 6-8 errors | 9-10 errors |
| --f. spelling \_\_\_/2 | 0-2 errors | 3-5 errors | 6-8 errors | 9-10 errors |
| **Precision** | 4 | 3 | 2 | 1 |
| --a. Specificity \_\_\_/4 | 0-2 errors | 3-5 errors | 6-8 errors | 9-10 errors |
| --b. Redundancy \_\_\_\_X.75= \_\_\_\_/3 | 0-2 errors | 3-5 errors | 6-8 errors | 9-10 errors |
| --c. Superfluous Words\_\_\_\_X.75= \_\_\_\_/3 | 0-2 errors | 3-5 errors | 6-8 errors | 9-10 errors |
| **TOTAL** **\_\_\_\_\_\_\_/130** | **Comments:** |