

Research Paper Scholarship Scoring Rubric

Student:

Instructor:

Course:

Date:

Category I: Research and Critical Thinking

	EXCELLENT 9-10	GOOD 5-8	ACCEPTABLE 1-4	UNACCEPTABLE 0	Points Awarded
Main Claim and Scope	The writer asserts a singular thesis (main claim) early on, one that can be supported and is worth defending, such that reasonable people could hold differing opinions about it. The thesis is sufficiently narrow in scope to allow synthesis and in-depth analysis of sources.	The thesis is at least somewhat focused, although it may lack detail. It tends to be worth defending and of sufficiently narrow scope.	There is a thesis, but it lacks sufficient focus or is not worth defending.	There is no thesis, or the thesis is unfocused or not worth defending.	
Focus	The writer remains focused throughout the paper.	The writer is somewhat focused throughout the paper.	The writer strays throughout the paper.	The writer strays throughout the paper, with the introduction and conclusion having no correlated content.	
Logical Connectivity	The writing is coherent, meaning "logical and consistent". Transitions are used to make smooth connections between paragraphs, and between sentences in the same paragraph. The overall effect is that the reader is easily able to understand how all of the ideas in the essay are related to one another and the main topic of the essay.	The writing is somewhat coherent, meaning "logical and consistent". Transitions are used to make somewhat smooth connections between paragraphs, (three or fewer ineffective transitions between paragraphs) and between sentences in the same paragraph. Occasionally, the reader may wonder how an idea in the essay relates to the thesis or paragraph, but this logical inconsistency occurs infrequently enough that overall, relationships between ideas are clear.	The writing is sensible, meaning "the logic is fairly consistent and the writer's intent is understood" with a bit of effort. There are ineffective transitions between paragraphs (four or more ineffective transitions between paragraphs) and between sentences in the same paragraph.	The writing is not coherent, meaning "not logical or consistent". Transitions are absent. The overall effect is that at the end of the essay, the reader does not understand how the ideas in it are related to one another and/or to the main topic of the essay.	

Paragraphing	Paragraphing is appropriate, with one central point asserted in each paragraph. Every paragraph includes a clear topic or concluding sentence.	Paragraphing is acceptable (three or fewer missing topic or concluding sentences). The essay may handle too many central points in a single paragraph.	Paragraphing is somewhat acceptable (four or more paragraphs are missing a clear topic or concluding sentence). The essay may often handle too many central points in a single paragraph, such that the reader must make an effort to notice when the essay shifts from one topic to the next.	Paragraphing is unacceptable. Very few paragraphs have topic or concluding sentences. The essay handles too many central points in a single paragraph.	
Support	In support of the main claim, the writer presents strong evidence such as relevant facts, statistics, and expert opinion woven together with sound reasoning. The writer might also include well-chosen examples and analogies as well as appeals to values, ethics, character, or emotion.	Much of the writer's support and reasoning is strong. The writer may occasionally fail to support an idea or rely overly much on a single type of evidence.	The writer's evidence and reasoning tends to be weak. Support may be overreliant on a single technique of argumentation, or many claims may be unsupported.	The writer fails to present evidence and reasoning. The reader has no idea why the main claims of the paper are true.	
Sources	Meets the minimum of 5 sources and at least 4 are peer-reviewed/refereed or scholarly sources. The rest may be non-academic but still credible sources. (Exceptions may be considered if they are determined to be integral or appropriate to support the topic.)	Meets the minimum of 5 sources and at least 3 are peer-reviewed/refereed or scholarly sources. The rest may be non-academic but still credible sources. (Exceptions may be considered if they are determined to be integral or appropriate to support the topic.)	Meets the minimum of 5 sources and at least 2 are peer-reviewed/refereed or scholarly sources. The rest may be non-academic but still credible sources. (Exceptions may be considered if they are determined to be integral or appropriate to support the topic.)	The essay does not meet the criteria for the scholarship because 1 or fewer sources are peer-reviewed/referred or scholarly.	

Integration of Sources	The writer smoothly blends sources into his or her writing using a variety of techniques, including paraphrase, summary, and quote. Source use is exemplary, with clear attribution of sources, and a combination of any of the following: effectively alluding to the credentials of authors or the currency of the material, summarizing and/or analyzing the sources, using the sources not only for support but also for refutation, and even synthesizing multiple sources in order to achieve clarity or depth.	The writer adequately blends sources into his or her writing. Occasionally, the writer may fail to properly introduce a source or explain how its ideas relate to the main argument. Sometimes the writer may overrely on a technique, such as quote, paraphrase, or summary.	The writer somewhat blends sources into his or her writing. Often, the writer may fail to properly introduce a source or explain how its ideas relate to the main argument. The writer consistently overrelies on a technique, such as quote, paraphrase, or summary.	The writer inadequately blends sources into his or her writing. The essay contains practically no quote, paraphrase, or summary.	
	Total points for Category 1				

Category II: Grammar & Format					
	EXCELLENT 9-10	GOOD 5-8	ACCEPTABLE 1-4	UNACCEPTABLE 0	Points Awarded
APA REQUIREMENTS: Title Page Abstract Page Numbers Margins In-Text Citations Reference Page	Writing adheres to APA 6th edition format (or Blue Book/ALWD format for legal papers) style and form. All formatting details are correct.	Writing adequately adheres to APA 6th edition format (or Blue Book/ALWD format for legal papers) style and form. Some minor formatting details may be incorrect, but they do not impede the reader's ability to track the research.	Writing rarely adheres to APA 6th edition format (or Blue Book/ALWD format for legal papers) style and form, such that the reader would have trouble tracking this research.	Writing does not adhere to APA 6th edition format (or Blue Book/ALWD format for legal papers) style and form.	

GRAMMAR, PUNCTUATION, SPELLING: Errors include, but are not limited to, the following: dangling modifiers, subject-verb disagreement, verb tense shift, person shift, pronoun-antecedent disagreement, run-on sentences, comma splices, and diction errors.	Minimal spelling and/or grammar mistakes (4 or fewer errors). The writer is clearly in command of standard academic English.	Noticeable spelling and /or grammar mistakes (5-9 grammatical, punctuation and/or spelling errors), but infrequent enough that they do not impede the reader's ability to understand the paper.	Grammatical and /or punctuation errors detract substantially from the reader's ability to understand the paper (10 to 14 grammatical, punctuation and/or spelling errors).	An unacceptable number of grammatical, punctuation and/or spelling errors make it very difficult for the reader to understand the paper.	
INTRODUCTION/ CONCLUSION:	Introduction effectively establishes the context of the topic in broad terms and states research questions (if applicable). It concludes with a clear "focusing statement" that previews the argument of the paper. Conclusion fully summarizes the main findings from sources.	Introduction effectively establishes the context of the topic in broad terms and states research questions (if applicable). It concludes with a fairly clear "focusing statement" that previews the argument of the paper, although it may be couched in overly broad language. Adequately summarizes the main findings from sources.	Introduction effectively establishes the context of the topic in broad terms and states research questions (if applicable). It concludes with an adequate "focusing statement" that somewhat previews the topic of the paper, but is so broad or general that the reader is unable to pinpoint the specific argument. The conclusion does not mention findings from sources.	Introduction ineffectively establishes the context of the topic in broad terms and does not state research questions (if applicable). It is unrelated to the topic of the paper and does not conclude with a "focusing statement" that previews the argument of the paper.	
					Total Points Awarded Category II
					Total of I and II

Comments:

Reviewer:

Created Nov. 2016 by Research Scholarship Committee and approved by Gen. Ed. Comm.

Revised Oct. 2017