



RESEARCH PAPER Graduation Portfolio Rubric (updated August 2015)

Student _____

Project Title _____

Teacher or External Evaluator (circle one) _____

Date _____

Overall evaluation _____

Signature _____

Performance Indicator	Outstanding	Good	Competent	Needs Revision
Thesis/Claim Introduce a precise thesis/claim/question which drives arguments, evidence, and analysis CCSS.WHST.9-12.1A	Has a precise and compelling controlling idea, thesis, claim, or question.	Has a clear controlling idea, thesis, claim, or question.	Has a comprehensible or implicit controlling idea, thesis, claim, or question. (It is not explicitly stated, but can be inferred.)	Controlling idea, thesis/claim, or question is not clear .
Evidence and Sources Draw and cite evidence from sources to support arguments CCSS.WHST.9-12.8	Supporting arguments include highly relevant, accurate and persuasive evidence drawn from both primary and secondary sources Appropriate and consistent documentations of accessible sources (complete, well-organized bibliography / works cited and in text citations).	Supporting arguments include mostly relevant, accurate and persuasive evidence drawn from both primary and secondary sources Appropriate and consistent documentation of accessible sources (complete and organized bibliography / works cited and in text citations with minor errors .)	Supporting arguments include some relevant, accurate, and persuasive evidence drawn from both primary and secondary sources. Complete documentation of accessible sources, but may be inconsistent or imprecise in bibliography / works cited or in text citations.	The majority of evidence from supporting arguments may be inaccurate, irrelevant , and is not persuasive . Inappropriate and/or inaccurate documentation of sources (poorly organized, incomplete bibliography / works cited and in text citations).
Analysis and Persuasion Analyze evidence to support arguments and refute counter-arguments. CCSS.WHST.9-12.1B	Thoroughly explains and analyzes the connection between all evidence and arguments being made. Evaluates opposing or alternative arguments and uses relevant evidence strategically to refute counter-arguments.	Mostly clear and thoughtful explanation or analysis of how the evidence presented supports each argument. Evaluates opposing or alternative arguments and uses relevant evidence to refute counter-arguments effectively.	Limited explanation of how evidence presented supports each argument. Integrates opposing or alternative arguments and uses limited evidence to refute counter-arguments.	Inaccurate explanation of how the evidence supports each argument. Opposing or alternative argument is not presented or inaccurate evidence provided.

Organization Create a logical organization that sequences and connects arguments, evidence and analysis. CCSS.WHST.9-12.1.C CCSS.WHST.9-12.1.E	Each argument clearly flows in support of an overall structure. Consistent, effective transitions develop ideas and arguments logically . Distinct conclusion synthesizes arguments that support organizing idea, thesis/claim or question.	Each argument presented supports an overall structure. Usually uses effective transitions to connect ideas and arguments. Distinct conclusion partly synthesizes but mostly summarizes the major arguments to support organizing idea, thesis/claim or question.	Most arguments presented support the overall structure. Transitions are sometimes abrupt or inconsistent at times, but have mostly connected arguments. Conclusion restates thesis and summarizes major arguments.	Arguments presented are not clear or connected to the overall structure. Transitions between arguments are largely unclear or inconsistent . Conclusion is either vague or unclear .
Implications and Context Apply multiple historical lenses to analyze broader causes and effects of events, ideas, or actions.	Discusses and evaluates the larger historical, political, social/cultural and/or economic context and implications surrounding questions addressed in the paper.	Discusses and describes the larger historical, political, social/cultural and/or economic context and implications surrounding questions addressed in the paper.	References the larger historical, political, social/cultural and/or economic context and implications surrounding questions addressed in the paper.	Demonstrates almost no awareness of the larger historical, political, social/cultural and/or economic context and implications surrounding questions addressed in the paper.
Language Use and Conventions Reveal an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety; Exhibit conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage. CCSS.WHST.9-12.1.D CCSS.WHST.9-12.2.D	Has distinct individual style and voice throughout the paper while still maintaining an objective tone that engages readers. Uses precise academic language and domain-specific vocabulary that is appropriate to the task. Demonstrates commanding level of language's conventions including grammar, usage, capitalization, punctuation, and spelling	Has distinct individual style and voice in most of the paper while still maintaining an objective tone. Uses mostly precise language and domain-specific vocabulary that is appropriate to the task. Demonstrates an expanding level of language's conventions including grammar usage, capitalization, punctuation, and spelling. (May make minor errors that don't impede reader's comprehension.)	Has basic style and voice and uses formal objective tone most of the time. Uses some academic language and domain-specific vocabulary that is appropriate to the task. Demonstrates an emerging level of language's conventions including grammar, usage, capitalization, punctuation, and spelling (May make some errors that don't impair reader's comprehension.)	Uses an informal tone. Uses inappropriate, imprecise, or incoherent language and vocabulary. Demonstrates a minimal command of language's conventions including grammar, usage, capitalization, punctuation, and spelling. (May make many errors that impede reader's comprehension.)
Presentation Present information, findings, and supporting evidence, such that listeners can follow the line of reasoning addressed, and the organization, development, substance,	Communicates clear understanding of the paper's ideas and arguments in an appropriate, consistently sophisticated way that demonstrates ownership of work. Presentation and response to questions reflect the coherence and depth of the paper.	Communicates clear understanding of the paper's ideas and arguments in an appropriate, sometimes sophisticated way that demonstrates ownership of work. Presentation and response to questions reflect the coherence and depth of the paper.	Communicates a mostly clear and basic understanding of the paper's ideas and arguments in an appropriate, thoughtful though not necessarily sophisticated manner. Presentation and response to the questions may not fully reflect the coherence and depth of the paper,	Does not communicate a clear and basic understanding of the paper's ideas and arguments in an appropriate, thoughtful manner. Presentation and response to questions reflects the incoherence and general weakness of the paper.

<p>and style are appropriate to purpose, audience.</p> <p>CCSS.WHST.9-12.4</p> <p>CCSS.WHST.9-12.5</p> <p>CCSS.WHST.9-12.6</p>	<p>Answers questions accurately, thoughtfully, and effectively, developing new ideas when they are appropriate.</p> <p>Presents relevant evidence that may not have appeared in the paper.</p>	<p>Answers questions accurately, thoughtfully, developing new ideas when they are appropriate.</p>	<p>but they are nevertheless clear and thoughtful.</p> <p>Answers to questions are mostly accurate and thoughtful</p>	<p>Answers questions superficially, inappropriately, or incorrectly.</p>
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