College Writing Grading Rubric for Research Papers (Adapted from Kevin Seidel's Rubric)

	A	B	C or lower
Introduction	- The introduction provides relevant and sufficient context for the main claim (thesis)	- The introduction provides some relevant context for the main claim (thesis)	- The introduction doesn't provide a relevant context for the main claim (thesis)
Main Claim (Thesis)	- The main claim at the end of the intro is contestable, not obvious, and supportable by evidence	- The main claim is poorly phrased or doesn't meet **one** of the three criteria: not obvious, contestable, supportable by evidence	- The main claim is poorly phrased and doesn't meet **two or more** of the criteria: not obvious, contestable, supportable by evidence
Body Paragraphs	- Paragraphs consistently begin or end with a clearly stated point (reason) that supports the main claim. - The body of the paragraph contains sufficient evidence and analysis of that evidence to support the point. - Paragraphs are thoughtfully arranged with smooth transitions between each	- **Some** paragraphs: - contain too many points, or - leave the point off the page, or - provide too little evidence and/or analysis, or - provide evidence or analysis irrelevant to the point. - are not carefully arranged - begin or end with abrupt transitions	- **Most** paragraphs: - contain too many points, or - leave the point off the page, or - provide too little evidence and/or analysis, or - provide evidence or analysis irrelevant to the point. - not carefully arranged - begin or end with abrupt transitions
Acknowledgment and Response	- At least one paragraph effectively acknowledges and responds to contrary reasons or evidence in your paper	- At least one paragraph **attempts** to acknowledge and respond to contrary reasons or evidence in your paper	- The paper **doesn't have any attempt** to acknowledge and respond to contrary reasons or evidence
Integrating Sources	- All sources are clearly cited in the paper and listed in the references, and - All sources are clearly prefaced; quoted, paraphrased or summarized; and analyzed in the body of the essay	- Some sources are not clearly cited in the paper and listed in the references, **or** - Some sources are not clearly prefaced; quoted, paraphrased or summarized; and analyzed in the body of the essay.	- Most sources are not clearly cited in the paper and listed in the references, and - Most sources are not clearly prefaced; quoted, paraphrased or summarized; or analyzed in the body of the essay
Conclusion	- The conclusion does **both** of the following: - restate or rephrase the main claim, and - develop the consequences mentioned in the introduction; answer the "So what?" question	- The conclusion does **one** of the following: - restate or rephrase the main claim, - develop the consequences mentioned in the introduction; answer the "So what?" question	- The conclusion does **none** of the following: - restate or rephrase the main claim, - develop the consequences mentioned in the introduction; answer the "So what?" question

Style	- Individual sentences communicate ideas clearly. Sentence structures are varied.	- Individual sentences sometimes do not communicate ideas clearly. Sentence structures are not varied.	- Individual sentences consistently do not communicate ideas clearly. Sentence structures are not varied.
APA	- APA style is used very well in the in-text citations, in the list of references, and in formatting	- The paper has only a few mistakes in APA style in the in-text citations, in the list of references, or in formatting.	- The paper has many mistakes in APA style in the in-text citations, in the list of references, or in formatting

Instructors began to use this rubric in college writing during the 2023-24 school year.