

**Gates Chili High School
Senior Research Project Rubric**

Student Name: _____

Teacher: _____

| Criteria | 5 | 4 | 3 | 2 | 1 |
|---|---|---|--|---|---|
| <p>Development of Claim/Central Idea:</p> <p>The extent to which the response establishes and develops the argument to support the claim/central idea. (R7, W1, W5)</p> | <ul style="list-style-type: none"> - introduces a precise and insightful claim(s), as directed by the task -demonstrates in-depth and insightful analysis of the claim(s) throughout the piece | <ul style="list-style-type: none"> -introduces a direct and thoughtful claim(s), as directed by the task -demonstrates a thorough analysis of the claim(s) throughout the piece | <ul style="list-style-type: none"> -introduces a reasonable claim(s), as directed by the task -demonstrates appropriate and accurate analysis of the claim(s) -may be reliant on summary | <ul style="list-style-type: none"> -introduces a claim(s) -demonstrates confused or unclear analysis of the claim(s) - overly reliant on summary | <ul style="list-style-type: none"> -does not introduce a claim -does not demonstrate analysis of the texts -summation only |
| <p>Command of Research:</p> <p>The extent to which the essay integrates knowledge of the research process to maintain the argument. (R1, W7)</p> | <ul style="list-style-type: none"> - presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrates proper citation throughout the entire piece to avoid plagiarism | <ul style="list-style-type: none"> -presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrates proper citation of sources throughout most of the piece to avoid plagiarism | <ul style="list-style-type: none"> -presents ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism | <ul style="list-style-type: none"> -presents ideas inconsistently and/or inaccurately to support analysis, making use of some evidence that may be irrelevant -demonstrates minimal use of citations to avoid plagiarism. | <ul style="list-style-type: none"> -presents little or no evidence from the texts -demonstrates vague, unclear, and inaccurate use of citations to avoid plagiarism |
| <p>Focus / Organization:</p> <p>The extent to which the essay presents information in a logical, coherent style. (W6, W7)</p> | <ul style="list-style-type: none"> -exhibits skillful organization of ideas and information to create a cohesive and coherent essay | <ul style="list-style-type: none"> -exhibits logical organization of ideas and information to create a cohesive and coherent essay | <ul style="list-style-type: none"> -exhibits acceptable organization of ideas and information to create a mostly coherent essay | <ul style="list-style-type: none"> -exhibits inconsistent organization of ideas and information, failing to create a coherent essay | <ul style="list-style-type: none"> -exhibits little organization of ideas and information |
| <p>Language and Conventions:</p> <p>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. (L1, L2, L3)</p> | <ul style="list-style-type: none"> - demonstrates control of conventions with essentially no errors, even with sophisticated language -establishes and maintains a formal style, using sophisticated language and structure | <ul style="list-style-type: none"> - demonstrates partial control, exhibiting occasional errors that do not hinder comprehension -establishes and maintains a formal style, using precise and appropriate language and structure | <ul style="list-style-type: none"> -demonstrates emerging control, exhibiting occasional errors hindering comprehension -establishes but fail to maintain a formal style, using primarily basic language and structure | <ul style="list-style-type: none"> -demonstrates minimal control, exhibiting frequent errors making comprehension difficult -lacks a formal style, using some language that is inappropriate or imprecise | <ul style="list-style-type: none"> - demonstrates a lack of control with frequent errors making comprehension difficult -uses language that is predominantly incoherent and inappropriate |

* An essay that uses less than four sources can receive a score no higher than a 3.

**An essay that does not include in-text citations and/or a source list (Works Cited or References) will be considered plagiarism and scored a zero.

*** An essay that is not related to the research task and/or is a personal response will be scored no higher than a 1.

Equivalency Chart: 5=90s / 4=80s / 3=70s / 2=60s / 1=50s or below

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