

## ESUBJECTS RUBRIC FOR RESEARCH ESSAY

	Exceptional 6	Good 5	Adequate 4	Limited 3	Insufficient 2	No Evidence of Mastery 1	Student Grade
Voice and Style	<ul style="list-style-type: none"> <li>~ Tone/style appropriate to subject</li> <li>~ Engaging</li> <li>~ Justifiably confident</li> <li>~ Convincing rather than authoritative</li> <li>~ Appropriate degree of familiarity/orientation</li> <li>~ Takes risks successfully</li> </ul>	<ul style="list-style-type: none"> <li>~ Tone/style appropriate to subject</li> <li>~ Confident</li> <li>~ Relatively engaging</li> <li>~ Appropriate degree of familiarity/orientation</li> <li>~ Convincing rather than authoritative</li> <li>~ May take risks (less successfully)</li> </ul>	<ul style="list-style-type: none"> <li>~ Tone/style appropriate to subject</li> <li>~ Confidence in subject (if not in self or argument)</li> <li>~ More rote, less engaging</li> <li>~ Appropriate degree of familiarity/orientation</li> </ul>	<ul style="list-style-type: none"> <li>~ Tone/style not appropriate to subject</li> <li>~ Lack of confidence</li> <li>~ Not engaging (boring)</li> <li>~ Assumption of familiarity or common knowledge</li> <li>~ Lack of adequate orientation</li> </ul>	<ul style="list-style-type: none"> <li>~ Tone/style not appropriate to subject</li> <li>~ Lack of confidence</li> <li>~ Assumption of familiarity or common knowledge</li> <li>~ Lack of adequate orientation</li> <li>~ Not engaging</li> </ul>	<ul style="list-style-type: none"> <li>~ Tone or style inappropriate</li> <li>~ Lack of confidence or unfounded confidence</li> <li>~ No orientation for reader</li> </ul>	
Presentation of Subject	<ul style="list-style-type: none"> <li>~ Clear and concise</li> <li>~ Worthwhile</li> <li>~ Absence of digressions or useless info</li> <li>~ Did I say enough/ Did I say too much?</li> </ul>	<ul style="list-style-type: none"> <li>~ Clear and concise</li> <li>~ Worthwhile</li> <li>~ Few if any digressions</li> <li>~ Little if any useless info</li> <li>~ Sufficient coverage</li> </ul>	<ul style="list-style-type: none"> <li>~ Clear</li> <li>~ Worthwhile</li> <li>~ Sufficient coverage</li> </ul>	<ul style="list-style-type: none"> <li>~ Specific subject identifiable</li> <li>~ Of some worth</li> <li>~ Insufficient depth in presentation of subject</li> </ul>	<ul style="list-style-type: none"> <li>~ Subject unclear or unidentifiable</li> <li>~ Of limited or little worth</li> </ul>	<ul style="list-style-type: none"> <li>~ Subject unidentifiable</li> </ul>	
Thesis Statement	<ul style="list-style-type: none"> <li>~ Thesis statement offers an interesting angle or suggests a provocative question that is not easily answerable and can only be explored through a diverse range of sources</li> <li>~ The angle or question is clear and clearly stated</li> <li>~ Related intricately to subject presented</li> <li>~ Worthwhile</li> </ul>	<ul style="list-style-type: none"> <li>~ Thesis statement offers a fairly original angle that can only be explored through a diverse range of sources</li> <li>~ The angle or question is clear and clearly stated</li> <li>~ Related to subject presented</li> <li>~ Worthwhile</li> </ul>	<ul style="list-style-type: none"> <li>~ Thesis statement is not original or provocative, but does offer an angle or question that requires multiple sources for exploration.</li> <li>~ The angle or question is fairly clear</li> <li>~ Related to subject</li> <li>~ Worthwhile</li> </ul>	<ul style="list-style-type: none"> <li>~ Thesis statement does not generate a substantial question for research.</li> <li>~ The angle or question is difficult to identify</li> <li>~ Related in some degree to subject</li> <li>~ Of some worth</li> </ul>	<ul style="list-style-type: none"> <li>~ Thesis statement does not generate a substantial question for research.</li> <li>~ The angle or question is unidentifiable</li> <li>~ Of limited or little worth</li> </ul>	<ul style="list-style-type: none"> <li>~ No singular, identifiable angle or question for research.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>~ Clear introduction</li> <li>~ Intent clearly presented</li> <li>~ Process outlined</li> <li>~ Provides transitions</li> <li>~ Guides reader through accurate use of "road sign" words</li> <li>~ Strong conclusion providing closure</li> </ul>	<ul style="list-style-type: none"> <li>~ Clear introduction</li> <li>~ Intent clearly presented</li> <li>~ Process outlined</li> <li>~ Provides transitions</li> <li>~ Guides reader through use of "road sign" words</li> <li>~ Clear conclusion providing closure</li> </ul>	<ul style="list-style-type: none"> <li>~ Fairly clear introduction</li> <li>~ Spells out intent of essay</li> <li>~ Process somewhat clear or obvious</li> <li>~ Occasional use of transitions</li> <li>~ Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>~ Introduction</li> <li>~ Limited presentation of intent</li> <li>~ Process unclear</li> <li>~ Infrequent use or misleading use of transitions</li> <li>~ Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>~ Introduction and/or conclusion missing</li> <li>~ No presentation of intent</li> <li>~ Process missing</li> <li>~ No use of transitions</li> <li>~ No conclusion or poor conclusion</li> </ul>	<ul style="list-style-type: none"> <li>~ Introduction and conclusion missing</li> <li>~ No presentation of intent or process</li> <li>~ No use of transitions</li> <li>~ No conclusion or poor conclusion</li> </ul>	

Presentation of Reasons/ Evidence	<p>~Presents 3 clear, reasonable, and relevant reasons for position taken ~3 reasons adequately supported, each by at least 2 examples, definitions, or pieces of evidence ~ Includes quotations that have been modified ~Original quotations and significant ideas are cited, using the format shown in the <b>Style Sheet</b>.</p>	<p>~ Presents 3 clear, reasonable, and relevant reasons for position taken (one may be not as strong as the other 2) ~ Reasons adequately supported, each by at least 2 examples, definitions, or pieces of evidence. ~Includes quotations that have been modified (one may not be as strong as other two) ~ Original quotations are cited, though citation of ideas is occasionally overlooked. Citations follow the format shown in the <b>Style Sheet</b>.</p>	<p>~ Presents 3 reasonable and reasonably relevant reasons for position (2 may be less strong or more of a stretch) ~ 3 reasons supported, each by at least 2 examples, definitions, or pieces of evidence. ~Quotations may be present, but not modified. (2 may not be as strong as primary) ~Original quotations are usually cited, though citation of ideas is often overlooked. Citations usually follow the format shown in the <b>Style Sheet</b>.</p>	<p>~ Presents at least 2 reasonably relevant reasons for position ~ Reasoning may be misguided or unclear ~ Reasons supported, each by at least 2 examples, definitions, or pieces of evidence. ~Quotations may or may not have been included. ~Original quotations are occasionally cited, though citation of ideas is usually overlooked Citation format is inconsistent.</p>	<p>~ Presents at least 1 relevant reason for position supported by at least one example, definition, or piece of evidence. ~ Reasoning may be unclear ~ Other reasons presented are irrelevant ~Quotations absent, and distinction between ideas of author and ideas of sources is rarely made. Citation format is inconsistent.</p>	<p>~ No justification for position taken ~ Reasons given are all irrelevant; no clear or relevant support provided for reason(s) ~Original quotations absent, and no distinction is made between ideas of author and ideas of sources. No citations given.</p>	
Quality of Information/ Sources	<p>~ The essay synthesizes a wide variety of available sources and opinions about the topic, and reflects the author's ability to evaluate the usefulness of the information. ~ The information located supports the thesis and is skillfully presented to explore the question suggested by the thesis. ~ Information is drawn from ten or more notecards used during research. The sources used reflect the variety of primary and secondary sources, and media types, set forth in the <b>Research Goals</b> table. ~Quotations are as brief as possible, and only used when particularly interesting, appropriate, or unusual.</p>	<p>~ The essay synthesizes multiple, somewhat varied, sources and opinions about the topic, and usually reflects the author's ability to evaluate the usefulness of the information. ~ The information located usually supports the thesis and is skillfully presented to explore the question suggested by the thesis. ~ Information is drawn from at least ten notecards used during research. The sources used reflect most of the goals set forth in the <b>Research Goals</b> table. ~Quotations are usually as brief as possible, and usually used when particularly interesting, appropriate, or unusual.</p>	<p>~ The essay synthesizes multiple sources and opinions about the topic, though the sources are not as varied as they could be. The essay sometimes reflects the author's ability to evaluate the usefulness of the information. ~ The information located often supports the thesis and explores the question suggested by the thesis. ~ Information is drawn from at almost ten notecards used during research. The sources used reflect a few of the goals set forth in the <b>Research Goals</b> table. ~Quotations are sometimes too lengthy, and not always carefully selected.</p>	<p>~ The essay utilizes more than one source on the topic, but often relies too heavily on the author's own opinions. ~ The information located sometimes supports the thesis, but often digresses outside the question suggested by the thesis. ~ Information is not usually taken from notecards used during research. The sources are unvaried. ~Quotations, when present, tend to be too lengthy or irrelevant.</p>	<p>~ The essay utilizes at least one outside source, but almost solely relies on the author's opinions. ~ The information located is mostly irrelevant to the thesis. ~ Information is not usually taken from notecards used during research. None of the research goals are addressed. ~Quotations are absent.</p>	<p>~ The essay relies entirely on the author's opinions, ignoring available sources (whether from the <b>Research Goals</b> table or elsewhere). None of the research notecards are utilized. ~ If outside information is included, it is irrelevant to the thesis. ~Quotations are absent.</p>	