

Name: _____

Score: _____ x 2 / 200

Research Paper Argument Essay

	Highly Proficient (4)	Proficient (3)	Partially Proficient (2)	Minimally Proficient (1)	No Score (0)
	10	9 8	7 6	5 4	3
Statement of Purpose	<p>Topic is easy to understand through narrative introduction, claim is clearly stated, focused and strongly maintained throughout paper</p> <p>alternate or opposing claims are clearly addressed</p> <p>claim is introduced and communicated clearly within the purpose, audience, and task</p>	<p>claim is clear and for the most part maintained, though some loosely related material may be present</p> <p>alternate or opposing claims are included but may not be completely addressed</p> <p>context provided for the claim is adequate within the purpose, audience, and task</p>	<p>may be clearly focused on the claim but is insufficiently sustained</p> <p>claim on the issue may be somewhat unclear and unfocused</p>	<p>may be very brief</p> <p>may have a major drift</p> <p>claim may be confusing or ambiguous</p>	<p>A claim is attempted, but is vastly insufficient or unclear.</p>
Focus	<p>10</p> <p>The response is fully sustained and consistently and purposefully focused.</p> <p>The narrative introduction is written with intent, and is mentioned with purpose throughout the entire paper</p> <p>Controlling idea or main idea of a topic is strongly maintained throughout the essay.</p>	<p>9 8</p> <p>The response is adequately sustained and generally focused.</p> <p>The narrative introduction is accomplished, and is mentioned throughout the paper, but the placement may seem off at times</p> <p>Focus is clear and for the most part maintained, though some loosely related material may be present</p>	<p>7 6</p> <p>The response is somewhat sustained and may have a minor drift in focus.</p> <p>The narrative introduction is mostly successful, but is thrown back in, but really with no direction</p> <p>May be clearly focused on the controlling or main idea, but is insufficiently sustained, overly simple, or paragraphs are repetitive.</p>	<p>5 4</p> <p>may have a major drift</p> <p>focus may be confusing or ambiguous</p> <p>Narrative is never mentioned past introduction.</p> <p>At least one paragraph has little to do with the stated thesis</p> <p>may be very brief</p>	<p>3</p> <p>Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p> <p>Narrative is not incorporated into research paper.</p>
Intro / Conclusion/Organization	<p>10</p> <p>effective introduction and conclusion for audience and purpose</p> <p>The introduction maintains its narrative focus, and is factually based</p> <p>The conclusion reincorporates the narrative</p> <p>Both introduction and conclusion are effective and logical.</p>	<p>9 8</p> <p>adequate introduction and conclusion</p> <p>The introduction maintains its narrative focus, but does not incorporate research effectively</p> <p>The conclusion reincorporates the narrative, but it seems a little out of place</p> <p>Both introduction and conclusion are fairly effective, but could still use work</p>	<p>7 6</p> <p>conclusion and introduction are weak, disorganized, or overly simple</p> <p>The introduction does not maintain the research narrative and research is too heavy in this area</p> <p>The conclusion doesn't mention the narrative at all</p> <p>Both intro and conclusion need obvious work</p>	<p>5 4</p> <p>Either the introduction or conclusion is missing.</p>	<p>3</p> <p>Attempted but VERY deficient.</p>
	15 14	13 12	11 10	9 8	7

	15 14 The response has a clear and effective organizational structure creating unity and completeness logical progression of ideas from beginning to end strong connections among ideas, with some syntactic variety	13 12 The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: adequate progression of ideas from beginning to end adequate, if slightly inconsistent, connection among ideas	11 10 The response has an inconsistent organizational structure, and flaws are evident uneven progression of ideas from beginning to end weak connection among ideas	9 8 The response has little or no discernible organizational structure frequent extraneous ideas may intrude	7 Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing
Transitions	5 effective, consistent use of a variety of transitional strategies between and among ideas	4 adequate use of transitional strategies with some variety between and among ideas	3 inconsistent use of transitional strategies with little variety (for example, only at the beginning of paragraphs)	2 few transitional strategies are evident	1 No transitional strategies
	15 14 The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant. Use of evidence from sources is cited, smoothly integrated, comprehensive, relevant, and concrete. Counter-claims are cited and expertly refuted.	13 12 The response provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general. Some evidence from sources is integrated, though citations may be general or imprecise. Counter-claims are cited, but not refuted completely.	11 10 The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth. Evidence from sources is weakly integrated, and citations, if present, are uneven or formatted inconsistently. Counter-claims are used but not cited, and/or no arguing against them.	9 8 The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details. Use of evidence from sources is minimal, absent, in error, or irrelevant. Counter-claim is briefly mentioned.	7 Evidence is insufficient, illegible, incoherent, off-topic, or off-purpose. Counter-claim is not used.
Elaboration	15 14 Effective use of a variety of elaborative techniques. Student is able to make interesting and specific observations about the evidence This includes use of a survey, interview, or other unique perspective of topic that is effective to the purpose of the paper	13 12 Adequate use of some elaborative techniques. Student has commentary on the evidence, but sometimes states the obvious Interview, survey, or unique perspective on topic is used, but could be more effective	11 10 Uneven use of elaborative techniques. Occasionally commentary lapses into general, basic, or simple statements Interview, survey, or unique perspective is only briefly mentioned, and does not do much for the overall paper	9 8 Weak use of elaborative techniques. Commentary is general, basic, or simple. Interview, survey, or unique perspective is not mentioned, or is only in passing	7 Little to no elaboration on evidence. No interview, survey, or unique perspective used

Word Choice	10	9	8	7	6	5	4	2
	The response clearly and effectively expresses ideas, using precise language. Literary terms / elements are correctly used, and enhance the essay.	The response adequately expresses ideas, employing a mix of precise with more general language. Literary terms / elements are general or generic but used correctly.		The response expresses Ideas unevenly, using simplistic language. Literary terms / elements may be incorrectly used, but attempt to respond to the prompt		The response expression of ideas is vague, lacks clarity, or is confusing. Uses literary terms incorrectly AND does not answer the prompt.		Words are used incorrectly with enough frequency to confuse the reader.
Conventions / Editing	10	9	8	7	6	5	4	3
	The response demonstrates an adequate command of conventions. MLA is properly completed (for typed essays)	Adequate use of punctuation, capitalization, and spelling. A couple MLA errors (for typed essays)		Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed. Multiple MLA errors, but formatting is attempted (for typed essays)		Errors are frequent and severe and meaning is often obscured. Inconsistent use of punctuation, capitalization, and spelling. Typed but not in MLA format (when requested)		The response demonstrates a lack of command of conventions. Errors are frequent and severe and meaning is often obscure Not typed (when requested)

CHECK BEFORE PRINTING:

- I have the correct heading on my paper
- I have the correct header and page number
- My paper is 6-8 pages long (not including the Works Cited page)
- I have my Works Cited page, and it is done correctly (easybib.com)
- I have not used the word “you” in my paper

Praise yo’ self! What’s something you are proud of in regards to this paper?

KEY TO READY PAPER FOR TURN IN:

- All citations must be highlighted in pink upon completion of the research paper. (You need 6-8 in total.)
- All transition words and phrases need to be highlighted in blue upon completion of the research paper.
- Each time the narrative was incorporated back into the research paper should be highlighted in green.
- Your simile or metaphor from your narrative introduction needs to be underlined in black.
- Your counter-argument and rebuttal needs to be enclosed in a box (use pencil or black ink).
- Paper must be submitted to turnitin.com.
- Survey or interview needs to be enclosed in a box (use green ink).

Be honest with yo’ self. What’s something you are still struggling with in terms of writing?