



## CHI4U1 Research Paper Rubric

<b>Criteria/Expectation</b>	<b>Failure &lt;50%</b>	<b>Level One 50-59%</b>	<b>Level Two 60-69%</b>	<b>Level Three 70-79%</b>	<b>Level Four 80-100%</b>	<b>Mark</b>
(Knowledge) <b>Essay Research</b>	No evidence of research, essay incomplete	Little evidence of effective research	Some evidence of effective research	Considerable evidence of effective research	Overwhelming evidence of effective research	/20
(Knowledge) <b>Accuracy and Relevance of Information to Thesis</b>	Little or no accurate or relevant information related to the topic or thesis of essay.	Inaccuracies and irrelevant information are far too common in the essay.	Several inaccuracies and information is often not relevant to the thesis of the story.	Few inaccuracies and most information is clearly relevant to the thesis of the essay.	Highly accurate information that is clearly and effectively related to the essay.	/10
(Thinking/Inquiry) <b>Organization of Essay</b>  □ <i>Student met with Mr. Tidridge about their paper</i>	No evidence of any pre-planning or organization.	Minimal evidence of pre-planning or organization within the essay.	Some evidence of pre-planning or organization within the essay.	Clear evidence of pre-planning or organization within the essay.	Overwhelming evidence of pre-planning or organization within the essay.	/10
(Thinking/Inquiry) <b>Thesis Statement and Development</b>	No thesis statement was found	Ineffective and/or poorly worded thesis statement, little development.	Satisfactory thesis statement, some development of the thesis.	Effective thesis statement, thesis clearly developed within the essay	Thesis statement was extremely effective and was forcefully developed in the essay	/10
(Communication) <b>Essay Structure-following model</b>	Essay model was not evident in the structure of the essay.	Essay model was barely evident in the structure of the essay.	Essay model was partly evident in the structure of the essay.	Essay model was largely evident in the structure of the essay.	Essay model was clearly evident in the structure of the essay.	/10
(Communication) <b>Spelling, Grammar, and Clarity of writing</b>	Extremely poor spelling, grammar, and lack of clarity in writing.	Poor spelling, grammar, and lack of clarity in writing.	Some spelling, grammatical errors, writing had clarity.	Few spelling, grammatical errors, clearly written.	Little to no spelling, grammatical errors, very clearly written.	/10
(Application) <b>Historical assessment of factual evidence</b>	Not present	Minimal	To some degree	Effective and accurate	Exceptional	/20
(Communication) <b>Information/Sources/Citations,</b>	No citations given	Poorly formatted citations (Should be either MLA or Chicago-style)	n/a	n/a	Properly formatted citations included in Research paper.	/10
(Communication) <b>Bibliography</b>	No bibliography included	Poorly formatted bibliography (Should be either MLA or Chicago-style)	n/a	n/a	Excellent bibliography, very comprehensive and properly formatted.	/10
<b>Total Mark</b>						<b>/110</b> <b>(15% of FINAL MARK for course)</b>