QPA COMMON RESEARCH RUBRIC

Student Name: _____ Scorer: _____ Date: _____

Subject: ☐ ELA ☐ Social Studies ☐ Science ☐ Mathematics ☐ Other: _____

	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
IDEA DEVELOPMENT (ID) (weighted x 2) *The main thesis the student conveys to his/her audience and the way the thesis and analysis are expressed.*	*I've done everything to earn a score of Proficient, plus 2 of 3:*			
	a. I use my own voice and perspective in presenting my argument.	a. My thesis is important, clear, and defensible.	a. My paper has a research topic, but my thesis is not important, not clear, or not defensible.	a. My paper has a topic, but not a thesis.
	b. My analysis develops the reasoning, evidence, strengths, and limitations for different interpretations.	b. My analysis of my research makes sense and demonstrates my understanding. I explain the reason for each idea used to support my thesis.	b. My analysis of my research is confusing, *OR* it only partly shows that I understand my topic. I mainly summarize the information instead of explaining how my ideas relate to my thesis.	b. My ideas are not clearly related to my topic because I only list information rather than connect it to my research topic. OR I make inappropriate connections between the evidence and my research topic.
	c. I make connections between the research findings and the impact of my research on myself and/or the world.	c. I explain the significance of my research (the "so what?" of my paper).	c. I attempt to explain the significance of my research, but it is not clear.	c. I do not explain the significance of my research topic.

	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
SUPPORTING EVIDENCE (SE) *The facts, quotations, definitions, descriptions, examples, and/or scenarios used to support the main thesis*	*I've done everything to earn a score of Proficient, plus 2 of 3:*			
	a. In my analysis, I distinguish fact from opinion and show that I know how to identify and use each appropriately.	a. I use sufficient evidence that is relevant to my thesis/topic and that effectively elaborates on my point.	a. I use evidence to support my thesis/topic, but it is insufficient, not fully relevant, or repeats rather than elaborates on my point.	a. I use limited evidence, or my evidence contradicts or does not connect to my thesis/topic.
	b. I consistently and effectively integrate well-chosen citations to create a cohesive analysis.	b. I use accurate evidence with enough detail to support my thesis/topic.	b. Most of my evidence is related to my thesis/topic, but some of it may not be accurate, detailed, or correctly interpreted.	b. I use evidence that is inaccurate or misinterpreted.
	c. I anticipate my audience's knowledge level, including concerns, values, and possible biases.	c. I cite supporting evidence from multiple sources appropriately, even when paraphrasing.	c. I sometimes cite my supporting evidence appropriately.	c. I do not include citations. OR I use direct quotations but do not say where they are from.

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ORGANIZATION (O) *The logic, structure, and clarity of the paper.*	*I've done everything to earn a score of Proficient, plus 2 of 3:*			
	a. My introduction hooks and orients the reader to the research topic in a thoughtful and engaging way.	a. My introduction orients the reader to my research topic and provides a roadmap for the analysis in the rest of the paper.	a. My paper begins with an introduction that only partly orients the reader to the rest of my paper.	a. My paper begins presenting information without an introduction.
	b. My body paragraphs build in significance and enhance the clarity and engagement of my paper.	b. My body paragraphs are logically ordered.	b. Most, but not all, of my body paragraphs are logically ordered.	b. The order of my body paragraphs is confusing and distracting.
	c. My conclusion is interesting and ties up my analysis, leaving the reader with a new perspective.	c. My topic sentences are clearly stated in each paragraph and develop my paper's logic.	c. My topic sentences are sometimes underdeveloped or unclear.	c. My topic sentences are mostly missing, unclear, or do not relate to the rest of the paragraph.
		d. My paper's structure and transitions are logical and help the reader better understand my paper.	d. My transitions between sentences and ideas are inconsistent.	d. The transitions between my sentences and ideas are non-existent or hard to follow.
		e. My conclusion summarizes my analysis and reflects upon the thesis.	e. My conclusion does not fully close/summarize my analysis.	e. My paper lacks a conclusion.

	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
CONVENTIONS & STYLE (CS) *The word choice, fluency, spelling, mechanics, usage, and grammar.*	*I've done everything to earn a score of Proficient, plus:*			
	I maintain the audience's interest by doing at least two of the following: • varying syntax and sentence structure • using figures of speech • choosing precise and content-specific language	a. I have only a few errors, and my errors do not interfere with the reader's interpretation of my message.	a. I have many different types of errors. *OR* My errors interfere somewhat with the reader's interpretation of my message.	a. My errors seriously interfere with the reader's interpretation of my message.
		b. The style of my writing and my use of vocabulary is academic and appropriate for the intended audience and topic.	b. The style of my writing and my use of vocabulary is not consistently academic and appropriate for the intended audience or topic.	b. The style of my writing is not academic; it is too informal.
		c. I demonstrate control of Standard English.	c. I have some control of Standard English, but it is not consistent.	c. I have little control of Standard English conventions, sentence structure, and grammar.