ENG 126 Research Writing Rubric

1) Thesis and Argument

\_\_\_\_\_A: Has a strong, precise, argumentative thesis; identifies thoughtful, even intriguing points of analysis that can be well supported by information from sources. Claims and observations advance the thesis.

\_\_\_\_\_B: Has an argumentative thesis that may be imprecise on some points; identifies points of analysis that can be supported by information from sources. Most claims and observations made support the thesis.

\_\_\_\_\_C: Has an argumentative thesis that is vague and imprecise. Identifies some points of analysis that can be supported by information from sources. Discussion gestures at the thesis, but does not make thorough connections.

\_\_\_\_\_D: Has a descriptive thesis and identifies only one or two points of analysis that are partially supported by information from the sources. Claims and observations are only partially connected to the thesis.

\_\_\_\_\_F: Has no thesis; does not identify points of analysis. Claims and observations are not connected to a larger argument.

2) Language and Sentence Control

\_\_\_\_\_A: Is written clearly and with appropriate formality with very few minor proofreading errors.

\_\_\_\_\_B: Is written clearly and with appropriate formality with only occasional errors that do not interfere with reading comprehension.

\_\_\_\_\_C: Is written with some sentence level errors such as fragments, run-ons, etc., that generally do not interfere with reading comprehension. May have difficulty maintaining consistent formality.

\_\_\_\_\_D: Is written with sentence level errors that interfere with reading comprehension and/or struggles to establish appropriate formality.

\_\_\_\_\_F: Is written with many sentence level errors that make reading comprehension difficult and/or is written in an informal register not appropriate to the assignment.

3) Structure

\_\_\_\_\_A: Each paragraph has a clear topic sentence that identifies the main point and how that point relates to the thesis; the order of the paragraphs enhances the argument of the paper. The paper coheres from beginning to end.

\_\_\_\_\_B: Most paragraphs have a topic sentence that identifies the main point and how it relates to the thesis; paragraphs are arranged in a logical order. The paper mostly coheres from beginning to end; there may be slight digressions, but the overarching focus of the paper comes through clearly from beginning to end.

\_\_\_\_\_C: Some paragraphs have topic sentences that may not identify the main point correctly and/or may not connect to the overall thesis. Some paragraphs seem well placed; others seem out of order.

\_\_\_\_\_D: Few paragraphs have topic sentences; some paragraphs seem out of order.

\_\_\_\_\_F: Paragraphs lack topic sentences and/or there is no obviously discernable order or structure.

4) Use of Source Texts/Literary Analysis

\_\_\_\_\_A: Interprets quotations and paraphrases from all assigned sources accurately and uses them effectively to support all claims. Frequently identifies sources by name and carefully separates source’s ideas from writer’s own.

\_\_\_\_\_B: Interprets quotations and paraphrases from all assigned sources accurately and uses them effectively to support some or most claims. Usually makes it possible to distinguish source’s own ideas from writer’s own; occasionally mentions sources by name.

\_\_\_\_\_C: Interprets quotations and paraphrases from at least one source accurately; uses at least one source to support some claims. May rely more heavily on one source or use each source appropriately just once. Often mixes source ideas together with writer’s own.

\_\_\_\_\_D: Only some quotations and paraphrases are interpreted accurately. Sources may be only loosely connected to the claims. Unclear whose ideas are whose, with only general acknowledgements.

\_\_\_\_\_F: Most quotations and paraphrases are not interpreted accurately. Little to no support is provided for claims made. No attempt to distinguish source ideas from writer’s own.

5) Use of MLA/APA Documentation

\_\_\_\_\_A: Correct documentation style for both in-text and works cited page.

\_\_\_\_\_B: Understands basic format, but imprecise about details.

\_\_\_\_\_C: Documents in some other format, or hybrid.

\_\_\_\_\_D: Inadequate documentation.

\_\_\_\_\_F: Little or no attempt at documentation.

 Paper Grade:\_\_\_\_\_\_\_