

Research Paper Writing Rubric: Informative/Explanatory

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions	Includes a clear, articulate and engaging central claim that addresses the research question/problem Organizes complex ideas, concepts and information in a manner that clearly supports the central claim, including making important connections and distinctions	Includes a clear and articulate central claim that addresses the research question/problem Organizes complex ideas, concepts and information in a manner that supports the central claim, including making connections and distinctions	Includes central claim that somewhat addresses the research question/problem Organizes complex ideas, concepts and information in a manner that partially supports the central claim	Includes central claim that does not address the research question/problem, or does not include a central claim Organize ideas, concepts and information in a manner that does not support the central claim
CCSS.ELA-Literacy.W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Develops the central claim with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Develops the central claim with relevant, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Partially develops the central claim with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic	Does not develop the central claim with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic
CCSS.ELA-Literacy.W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create	Uses appropriate and varied transitions to link ideas between and within paragraphs, create cohesion	Uses appropriate transitions to link ideas between and within paragraphs, create cohesion in the research	Uses appropriate transitions to link ideas between or within paragraphs, create partial cohesion in the	Does not use appropriate transitions to link ideas between or within paragraphs, nor create any

cohesion, and clarify the relationships among complex ideas and concepts.	in the research paper and clarify the relationships among complex ideas and concepts	paper and clarify the relationships among complex ideas and concepts	research paper and partially clarify the relationships among complex ideas and concepts	cohesion in the research paper and clarify the relationships among complex ideas and concepts
CCSS.ELA-Literacy.W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Uses precise language and domain-specific vocabulary to manage the complexity of the claim and related exposition.	Uses precise language or domain-specific vocabulary to manage the complexity of the claim and related exposition.	Uses some domain-specific vocabulary to manage the complexity of the claim and related exposition.	Does not use precise language nor domain-specific vocabulary to manage the complexity of the claim and related exposition
CCSS.ELA-Literacy.W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the expository writing	Establishes and partially maintains a formal style and objective tone while attending to the norms and conventions of the expository writing; may include some instances of informal language or a subjective tone	Partially establishes a formal style and objective tone while attending to the norms and conventions of the expository writing, with numerous instances of informal language and subjective tone	Does not establish nor maintain a formal style and objective tone while attending to the norms and conventions of the expository writing; is largely written using informal language and a subjective tone
CCSS.ELA-Literacy.W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Provides a concluding statement or section that follows from and supports the central claim presented (e.g., articulating implications or the significance of the topic).	Provides a concluding statement or section that supports the central claim presented	Provides a concluding statement or section that partially supports the central claim presented	Does not provide a concluding statement or section that supports the central claim presented

Conventions/Adherence to MLA style

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrates a solid command of the conventions of standard English grammar and usage, including the use of parallel structure and various types of phrases to convey specific meanings and add variety and interest to writing	Demonstrates a command of the conventions of standard English grammar and usage in the research paper, including the use of various types of phrases to convey specific meanings and add variety and interest to writing	Demonstrates a partial command of the conventions of standard English grammar and usage in the research paper	Does not demonstrate a partial command of the conventions of standard English grammar and usage in the research paper
CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	Demonstrates a solid command of the conventions of standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use a colon introduce a list or quotation (where applicable) Contains no errors in	Demonstrates a general command of the conventions of standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use a colon introduce a list or quotation (where applicable) Contains few errors in	Demonstrates a partial command of the conventions of standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use a colon introduce a list or quotation (where applicable) Contains errors in	Demonstrates a limited command of the conventions of standard English capitalization, punctuation, and spelling when writing, including the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and the use a colon introduce a list or quotation (where applicable) Contains numerous errors in

	capitalization, punctuation, and spelling	capitalization, punctuation, and spelling, with no errors that interfere with comprehension	capitalization, punctuation, and spelling, with some errors that interfere with comprehension	capitalization, punctuation, and spelling, with many errors that interfere with comprehension
CCSS.ELA-Literacy.L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type	Features correct citations using the MLA style, including a works cited page.	Features correct citations using the MLA style, including a works cited page.	Features partially correct citations using the MLA style, including a works cited page.	Does not feature correct citations using the MLA style, nor does it include a works cited page.

Assessed throughout the Module (Research and Writing Process)

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.