

Senior Experience—Research Paper Rubric

The first phase of the Senior Experience includes the preparation of a research paper by each student. The research paper contains a thesis that the writer proves (supports) or disproves through research evidence. A student should carefully consider a possible product before selecting a research topic. Selection of a topic takes considerable thought. The paper exhibits the acquisition of knowledge through researching, writing, interviewing, and synthesizing an application of the real-world skills of time management, organization, self-discipline, persistence, and problem-solving.

Following are some basic criteria for the paper.

1. Research-based with at least five sources; three can be reliable internet sources, one to be an interview, the final to be from another printed source. Example of sources would be periodicals, library references, technical manuals, internet, etc.
2. Word-processed and conforming to either MLA (Modern Language Association) or APA (American Psychological Association) standards. Refer to an MLA or APA handbook for information on this style of writing.
3. Suggested six to eight pages in length, not including the title page and bibliography. An appendix with other supporting information may be included.
4. The paper will also be utilized in English IV. All requirements for English class will be honored and accepted.

Grading Criteria	Attempted—1	Acceptable—2	Proficient—3	Distinguished—4	Score
Content *Purpose *Introduction & thesis *Idea development *Support &/or evidence *Conclusion	Purpose of writing is unclear or off topic; no introduction is provided; ideas are not developed or supported; no conclusion is provided.	Purpose of writing may be somewhat unclear & partly off topic; introduction is minimal or unclear; ideas are only partially developed & minimally supported; conclusion is lacking.	Purpose of writing is discernible & reflects assignment; introduction is provided; ideas are developed and elaborated with detail and evidence where appropriate; conclusion is provided.	Purpose of writing is clear & reflects assignment; introduction engages reader; ideas are well developed & elaborated with substantial detail & evidence where appropriate; conclusion is strong.	X10
Organization *Structure *Introduction & Conclusion included *Construction of paragraphs & sentences	Structure is largely unclear, inappropriate, or lacking; introduction or conclusion is missing; there are significant flaws in the organization of paragraphs or construction of sentences.	Structure may be partially unclear, inappropriate, or lacking; introduction or conclusion is lacking or minimal; organization of paragraphs or construction of sentences is flawed.	Structure is generally clear & appropriate to writing type; includes introduction, body & conclusion; writing is organized into paragraphs & sentences with transitions.	Structure is clear & appropriate to writing type; includes clear introduction, well-developed body, and clear conclusion; writing is organized logically into paragraphs & sentences with transitions.	X5
Mechanics	Significant spelling, punctuation, or grammar errors; poor sentence structure.	Careless spelling, punctuation, or grammar errors; repetitive sentence structure.	Some minor spelling, punctuation or grammar errors; somewhat varied sentence structure.	Flawless spelling, punctuation, and grammar; varied sentence structure	X3
Sources	-----	All sources are accurately documented, but many are not in desired format.	All sources are accurately documented, but few are not in desired format.	All sources are accurately documented in desired format.	X2
Final Score					/80