**Research Writing Analytic Grading Rubric**

1. Thesis and Argument

\_\_\_A: Has a strong, precise thesis that makes an original claim; identifies thoughtful, even intriguing points of analysis that can be well supported by information from sources. All claims and observations made advance the thesis.

\_\_\_B: Has a strong thesis that makes a claim; identifies points of analysis that can be supported by information from sources. Most claims and observations made advance the thesis.

\_\_\_C: Has a thesis that makes a claim, but it may be too general; identifies some points of analysis that can be supported by information from sources. Claims and observations made are not thoroughly connected to the thesis.

\_\_\_D: Has a thesis that describes or observes rather than making a strong claim; identifies only one or two points of analysis that are partially supported by information from the sources. Claims and observations are partially connected to the thesis.

\_\_\_F: Has no thesis; does not identify points of analysis. May make unrelated claims and observations.

1. 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 identify the main point but not how that point connects to the thesis; some paragraphs seem well placed, others seem out of order.

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

\_\_\_F: Paragraphs lack topic sentences and/or there is no order or structure that can be seen by the reader.

1. Language and Sentence Control

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

\_\_\_B: Is written clearly and in an appropriate register 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 an appropriate register.

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

\_\_\_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.

1. Use of MLA/APA Documentation Style

 A Correct in all important respects, both in-text citations and works cited page; carefully separates source ideas from writer's own.

 B Understands basic format, but imprecise about details, yet makes it possible to distinguish source ideas from writer's own.

 C Documents in some other format, or hybrid, but still identifies source ideas and quotations most of the time.

 D Inadequate documentation; citations may be more general, or not in the appropriate place.

 F Little or no attempt at documentation; does not distinguish source ideas from writer’s ideas.

1. Choice of Appropriate Sources

 A Sources are relevant and reliable and are of an appropriate type and level.

 B Sources are relevant and reliable and are of a mostly appropriate type and level.

 C Sources are inconsistently relevant and/or reliable and/or of an appropriate type and/or level.

 D Few sources are relevant and/or reliable and/or of an appropriate type and/or level.

 F Only one or two sources are relevant and/or reliable and/or of an appropriate type and/or level.

1. Use of Sources

 A Treats subject matter thoroughly (within limits of space and assignment), with no conspicuous gaps or extraneous material. Interprets sources accurately and connects them effectively to support every claim.

\_\_\_B Treats subject matter solidly, perhaps with some digressions or minor gaps. Interprets sources accurately and connects them effectively to support some or most claims.

\_\_\_C Treats subject paper adequately, may sometimes be inconsistent or unfocused, potentially with some misreadings or mis-uses. Interprets most sources accurately and connects them to support some claims. May use sources in an unbalanced or sometimes inconsistent way.

\_\_\_D Has not adequately defined or sufficiently researched subject matter. Some sources are interpreted accurately; others may be misinterpreted. Sources are only loosely connected to the claims.

\_\_\_F Research is incomplete. Few sources are interpreted accurately. Little to no support is provided for the claims made in the paper.

1. Synthesis of Disciplinary Material and Writing to Audience

 A Synthesizes source material in language that is clear to a particular audience. The paper both demonstrates a strong understanding of the material itself, and adapts it skillfully to appeal to and interest the intended audience.

 B Synthesizes source material, but may be in spots a bit general, or overly technical. The paper demonstrates a good understanding of the material, and makes a sustained effort to appeal to and interest the intended audience.

 C Synthesizes source material in a way that may be overly general or overly technical. Paper demonstrates a fair understanding of the material itself, and some attention to the needs of the intended audience.

 D Summarizes source material from the appropriate discipline with little synthesis and/or clarity. The paper does not adequately address the needs of the intended audience.

 F Summarizes source material without synthesis and/or clarity. The paper does not address the intended audience.