# 103 Final Research Essay

Name: Group:

# Reading: Developing arguments based on research

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Research is not in English, is much too short, almost absent, or disconnected from the arguments. | There are arguments based on some research, though maybe tangentially. | Somewhat developed college-level arguments based on some relevant research. | Developed college-level arguments based on substantial relevant research. | Arguments are also particularly detailed or thoughtful, or relate to the research particularly well. |

# Reading: Using appropriate sources properly

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Sources are inappropriate or used improperly (e.g. plagiaristic, no references provided, etc.). | Each development paragraph makes some use of research from appropriate sources, with a reference of some kind, somewhere. | Essay also includes one clear, quote and one clear paraphrase, from appropriate sources, with clear references somewhere. | Sources are EITHER well-chosen (reliable, relevant, etc.), OR they are well-used (ICE method: clear use, explained, etc.). | Sources are well-chosen AND well-used. |

# Writing: Organization and essay format

| **0-2** | **4** | **6** | **8** | **10** |
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| Unclear purpose; text contains paragraphs and some developed ideas, but parts are incoherent or underdeveloped; unfocused introduction and conclusion. | Somewhat clear purpose; text is overall coherent and contains two coherent development paragraphs; basic introduction and conclusion. | Mostly clear purpose; paragraphs are coherent and distinct; thesis statement and topic sentences; coherent introduction and conclusion. | Clear purpose; ideas are coherent and logically organized; clear thesis statement and topic sentences; clear introduction and conclusion. | Effective essay format; ideas are coherent and logically organized; effective thesis statement and topic sentences; effective introduction and conclusion. |

# Writing: Grammar and vocabulary

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| --- | --- | --- | --- | --- |
| **0-2** | **4** | **6** | **8** | **10** |
| Simple grammar is somewhat incorrect. Intermediate grammar is problematic or absent. Vocabulary is overall generic, repetitive or vague and informal (guy, big, thing, someone, etc.). | Simple grammar is generally correct (past, negatives, etc.). Some correct intermediate grammar is used. Vocabulary is occasionally generic, repetitive, or vague and informal (guy, big, thing, someone, etc.). | Simple grammar is correct. Text is generally complex, and a variety of intermediate grammar is used correctly (“*he was looking,*” passives, complex sentences, etc.). Clear vocabulary with some academic terms. | Some advanced grammar is also used correctly, and as needed (“*he had looked*,” “*he would have liked*,” etc.). Clear vocabulary with some academic terms, and informal vocabulary is avoided. | The grammar is overall varied and correct, including advanced grammar, and the text flows well. Vocabulary is overall varied, precise and academic. |

# Writing: Language mistakes (1 mistake per X words)

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| 1 per 10 **2**  1 per 12 **3** | 1 per 15 **4**  1 per 20 **5** | 1 per 25 **6** | 1 per 30 **7**  1 per 40 **8** | 1 per 50 **9**  1 per 60 **10** |

**Reading: \_\_\_\_ / 20 Writing: \_\_\_\_ / 30 Combined: \_\_\_\_ / 50**

*Rev June 6, 2021*