

# Researched Rept. of Information Essay Rubric

4 = highly proficient    3 = proficient    2 = approaching proficiency    1 = below proficient

<p><b>4</b></p>	<p><b>4 IDEAS:</b> Substantial, interesting information and explanations; information precisely conveyed and strongly supported by excellent sources of evidence. Source attribution establishes identity and ethos of sources; source use is integrated, often seamlessly, into the essay.</p> <p><b>4 ORGANIZATION:</b> A strong central idea well supported by tightly organized discussion; topic sentences create a clear and logical progression of ideas and evidence; clear transitions seamlessly identify and link the author's ideas and support from sources.</p> <p><b>4 STYLE and PRESENTATION:</b> Strong third-person voice; precise, vivid word choices; consistently appropriate academic tone; originality of expression through summary and paraphrasing of source material. Graphic content is engaging and significant. MLA formatting and presentation throughout.</p> <p><b>4 GRAMMAR AND MECHANICS:</b> Infrequent or absent errors; punctuation, usage, spelling, in-text source documentation, and works cited page closely follow MLA standards.</p>
<p><b>3</b></p>	<p><b>3 IDEAS:</b> Sufficient, accurate information and explanations; information well-supported by sufficient credible sources of evidence. Plagiarism avoided by appropriate source attribution; source use generally integrated smoothly into the essay.</p> <p><b>3 ORGANIZATION:</b> Clear central point supported by relevant supporting points of discussion; topic sentences create effectively organized discussion and evidence; connections and transitions generally identify and link author's ideas and support from sources.</p> <p><b>3 STYLE and PRESENTATION:</b> Third-person voice generally; appropriate word choices and academic tone; author's voice evident through summary and paraphrasing of source material. Graphic content adds appropriate interest and content support. MLA formatting and presentation generally present.</p> <p><b>3 GRAMMAR AND MECHANICS:</b> Occasional errors but not distracting; punctuation, usage, syntax, and spelling; in-text source documentation and works cited page mostly follow MLA standards.</p>
<p><b>2</b></p>	<p><b>2 IDEAS:</b> Information and explanations mostly on topic and understandable; limited or unreliable sources of evidence. Inadvertent plagiarism present from inappropriate framing and integration of source material.</p> <p><b>2 ORGANIZATION:</b> A main idea evident, somewhat supported by ordered discussion; idea relationships may be unclear; connections and transitions may be not identify and link author's ideas and support from sources.</p> <p><b>2 STYLE and PRESENTATION:</b> Weak academic voice; may be wordy, awkward, or lacking author's voice. Graphic content weak or ineffective. Significant errors in MLA formatting and presentation.</p> <p><b>2 GRAMMAR AND MECHANICS:</b> Distracting errors in punctuation, usage, syntax, and spelling; in-text source documentation and works cited page somewhat follow MLA standards.</p>
<p><b>1</b></p>	<p><b>1 IDEAS:</b> Information and explanations weak, confusing, or inaccurate; lacks support from reliable sources. Awkward or missing integration of source use results in significant plagiarism.</p> <p><b>1 ORGANIZATION:</b> Main point missing or weak; topic sentences missing or lacking clear connection; may be illogical, confusing, or too short to have any organization.</p> <p><b>1 STYLE and PRESENTATION:</b> Informal voice; vocabulary and tone inappropriate. Graphic content missing, inappropriate, or insignificant. MLA formatting and presentation not evident.</p> <p><b>1 GRAMMAR AND MECHANICS:</b> Errors exist in almost every sentence and interfere with meaning; awkward, confusing syntax; in-text documentation and works cited page errors result in significant plagiarism.</p>