**English 4CP Term Paper Rubric**

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|  | **Exemplary****A** | **Proficient** **B** | **Acceptable** **C** | **Weak****D** | **Unacceptable F** |
| **Quantity Check** | 7 complete pages6 varied sources60 notecards | 6 complete pages5 varied sources55 notecards | 5 complete pages5 similar sources50 notecards | 4 complete pages4 sources45 notecards | Fewer than 4 complete pagesFewer than 4 sourcesFewer than 40 notecards |
| **Mechanics****(Spelling,****Punctuation,****Grammar, Usage)** | Few, if any mechanics errors, nearly perfect. | A few minor errors in mechanics | Errors in mechanics are more noticeable, but none interfere with communication. Paper needs a more thorough proofing. | Many major and minor errors in mechanics that begin to hinder communication between writer and reader. | Multiple errors compounded by a disregard for rules of mechanics. Significant interference in communication. |
| **MLA Formatting****(Header, Outline, Text, Works Cited)** | No formatting errors found | A few minor formatting errors found in outline, text, and works cited. | A few minor and some major errors in formatting. Paper needs a more thorough proofing. | Many errors in formatting, some may interfere with reader understanding. | Multiple errors compounded by a disregard for formatting rules. |
| **Outline** | Outline is thorough, complete, and paper follows outline. | Outline complete, but could include more details; paper follows outline. | Outline is correct, but needs more fleshing out and details. Paper follows outline. | Outline is barely a sketch of paper structure. Paper does not always follow outline. | Outline is incomplete or missing. Paper deviates significantly from outline. |
| **Internal Citations** | Citations always follow proper MLA form and are easily located on Works Cited page. | Citations usually follow MLA form, and are easily located on Works Cited page. | A few form problems in citing sources, but citations are present and can be located on Works Cited page. | All non-original thought cited, but not always correctly. Difficult to locate sources on Works Cited page. | Few or no citations present. Citations that are present cannot be located on Works Cited page. |
| **Works Cited** | Works Cited is complete, matching titles with internal citations, and no extra sources listed. | Works Cited is complete, mostly matching titles with internal citations, and no extra sources listed. | Works Cited is complete, but titles may have a slight change in citation from internal citations. No extra sources listed. | Works Cited page complete, but uses different titles/format than the internal citations. 1 or 2 extra sources listed not cited in text. | Works Cited page incomplete, missing, or does not match internal citations. May have many extra sources listed but not cited in text. |
| **Sources Used** | All sources are quality, academic sources, vetted by experts. | Most sources are quality, academic sources, vetted by experts or the writer | A mixture of quality, academic sources and more commercial sources, vetted by the writer | Most sources are of dubious nature with one or two quality sources; not vetted well. | Sources are not vetted, dubious in nature, or overly biased to one position and not balanced with other sources. |

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| **Introduction** | Intro uses fresh attention-grabbing techniques that introduce the topic in a creative way; ends in a strong, clear thesis. | Intro uses attention-grabbing techniques that introduces the topic and ends in a good, clear thesis. | Intro attempts attention-grabber, but feels stale. Ends in an adequate thesis. | Intro has no attention-grabber, but introduces the topic, possibly ending in a weak or poorly worded thesis | Missing attention-grabber, missing intro and/or missing thesis. |
| **Organization****(Structure & Transitions)** | Paper is logically organized, transitioning the reader through the argument at the writer’s pace, introducing material when appropriate. | Paper is logically organized, leading the reader through the argument, but demonstrates less control in transitions. Some discussion of material feels out of place. | Paper has a clear structure and organization, but transitions feel stiff or unnatural. Some material introduced or discussed at odd times in the paper. | While organization has been attempted, reader is unclear what the focus is at any given time. Transitions, if present, are rudimentary. | No clear organizational pattern in present. Few or no use of transitions, ideas are jumbled together. |
| **Position** | Position introduced subtly, is clear from the start, and never wavers. | Position introduced with less sophistication, is clear from the start, and never wavers. | Position becomes clear as reader delves into the paper and never wavers. | Position must be inferred, and may shift throughout paper, but comes back to original idea at the end. | Position is unclear or not stated. Position cannot be inferred as many positions are posited. |
| **Argument****(Logic, Reasoning)** | Argument is explicit, decisive, and reasonable. Logic is flawless. | Argument is clear, but needs more development. Logic is strong with a few moments of weakness. | Argument is mostly clear, develops slowly, and sometimes lacks reason. Logic may have some non-sequiturs. | Argument emerges after paper is complete, but lacks clarity and depth. Many non-sequiturs and gaps in reasoning. | Argument is unclear with many lapses in reasoning and gaps in logic. |
| **Support****(Examples, Data, Quotes, Choice of Support and Effective Usage)** | Excellent choice of examples, data, quotes, etc., used flawlessly with excellent elaboration on support. | Very good choice of examples, data, quotes, etc. used mostly well, but could have more elaboration on support. | Examples, data, quotes don’t always support paper argument. More elaboration needed on support.  | Examples, data, quotes present, but rarely tie in to argument. Support takes place of elaboration.  | Few or no use of examples, data, quotes, etc. Or if used, support does not tie in with argument. |
| **Originality & Creativity** | Student ideas are unique, creative and abundant. Student thoroughly elaborates between quoted material to offer a refreshing perspective on topic. | Student ideas are clear and somewhat unique. Student elaborates personal thoughts between quoted material to offer an unusual perspective on topic. | Student ideas are mostly expected. Student sometimes elaborates between quoted material to offer an expected perspective on topic. | Student ideas are commonplace and may even be trite in some cases. Very little elaboration between quotes, no new perspective on topic. | Student borrows ideas from support and/or shows no unique original thinking. Little or no elaboration between quotes, repeated perspectives on topic. |

**Mrs. Gugerty reserves the right to fail anyone who has any item fall within the “F” column.**

**Failure to do a term paper equals failure in the class for the semester.**