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| Research Paper Outline Rubric | 5 | 4 | 3 | 2 | **1** |
| Research Questions | 5 specific, complex, balanced, structured, and varied questions have been formed and utilized to create a compelling research lens | 5 specific and varied questions have been formed and utilized to create a clear research lens | 5 questions have been formed to guide research. | Less than 5 questions have been formed OR questions do not appropriately connect to assigned text | Questions have little or no connect to the assignment |
| Notes | Notes are organized and clear. Note taking demonstrates a sophisticated system, and captures insightful information to help answer research questions. | Notes are organized and legible. Note taking demonstrates an understandable system, and captures information to help answer research questions. | Notes are somewhat organized and legible. Note taking demonstrates a system, and captures some information to help answer research questions. | Notes are unorganized or illegible Note taking demonstrates little system, and captures little information to help answer research questions. | Notes are unorganized and illegible Note taking demonstrates no system, and captures little or no information to help answer research questions. |
| Introduction | Thesis is clear and concise. Development points are focused, provide a clear, specific preview, and show strong support of thesis. | Thesis is clear. Development points provide a preview, and show strong support of thesis. | Thesis is clear. Development points don’t provide a preview of argument, are vague, and/or don’t show strong support of thesis. | Thesis is not well written. Development points are vague, poorly written, and don’t support thesis. | No thesis. Development points do not relate to thesis or are very unclear. |
| Quality of Evidence | Evidence is substantial, specific, relevant, and provides a strong argument. Evidence is well organized, and clear thought has been put into choice of evidence. Citations present and appropriate. | Evidence is good, and works well in support of development points. Organization is apparent, and thought has been put into choice of evidence. Citations present. | Evidence is incomplete, or lacks relevant support of development points. Some organization, but argument is not readily apparent. Lacking appropriate citations. | Evidence is limited or mostly irrelevant. Little or no organization. Few or no citations. | No real evidence provided. |
| Connection to Thesis | Each piece of evidence has a specific and clear tie to thesis. Argument is very well supported and very specific, explicit connections are present in all areas of paper. | Most evidence has a specific and clear tie to thesis. Argument is supported and clear connections are present in most areas of paper. | Some evidence is clearly tied to thesis. Argument has some support and some connections exist. | Little evidence is tied to thesis. Argument is weakly related to thesis, but not enough to show understanding. | No real tie to thesis. |

Total Score:\_\_\_\_\_\_\_\_\_\_\_\_/25