Rubric for Research Paper

	4	3	2	1	0	Weight and Total
Connects texts to author's life and historical context	Student makes solid connections between their author, era, and the texts they have chosen to study. Student references textual and historical evidence to support their connections. Support is strong.	Student makes connections between their author, era, and the texts they have chosen to study. Student references to textual and historical evidence to support their connections but the support is weak	Student makes connections between the author and the text ***OR*** the text and the era, but not both. Student references to textual evidence ***OR*** historical evidence as support, but the support is weak.	Student makes some connections, but connections are not thought out or explained. Any textual or historical evidence is either weak or irrelevant.	Connections between the poet, era, and texts are nonexistent. Student does not reference textual or historical evidence.	**__*5** ____
Connects text and/or poet to present and self	Student makes solid connections between the poet and/or text and the present. Student uses textual and historical evidence to support the connection. The student has also made a connection to the work and/or poet. The clearly explains the connection with experiences that are relevant to the connection	Student makes connections between the poet and/or text and the present. Student supports the connections with historical and textual evidence but the support is weak. The student made a connection to the work/poet and explains them in general terms.	Student makes connections between the poet and/or text and the present. Student uses textual ***OR*** historical evidence to support the connections. Student tried to make connections between him/her and the text/poet but connection is weak and/or lacks support even in general terms.	Student makes some connections, but connections are not thought out or explained. Any textual or historical evidence is either weak or irrelevant.	Connections between the poet/text and the present are nonexistent. Connection between the text and/or poet and the student is also nonexistent.	**__*5** ____

Analyzes text for themes *and* Identifies and describes literary elements/ devices	Makes a detailed analysis of all texts required for study. Analysis is deep and well thought out. Student makes references to themes and literary elements/ devices and supports them with textual evidence	Student analyzes one or two of the texts required for study. Analysis is thoughtful and student references themes and literary elements/devices but textual support is weak	Student analyzes one or two of the texts required for study. Analysis is thoughtful and student references themes ***OR*** literary elements/devices but textual support is lacking or unclear.	Student analyzes only one of the texts required for study. Analysis is broad and vague, lacking depth and thought. References to themes or literary elements/ devices may or may not be present. Textual evidence is inaccurate.	Student does not analyze the texts chosen for study. The student does not reference themes or literary elements/ devices	**__*4** **____**
Organization and Transition	The paper follows all requirements detailed in the PDF. Ideas are well organized and flow smoothly from one to another with good use of transitions. Transitions are varied.	The paper follows all requirements detailed in the PDF. Ideas are organized and flow from one to another relatively easily. Transitions are varied.	The paper follows all of the requirements detailed in the PDF. Ideas lack organization and ***OR*** flow is interrupted by poor use of transitions. Transitions are repetitive.	The paper follows all of the requirements detailed in the PDF. Ideas are disorganized and it is difficult to follow the flow of the paper. Transitions are repetitive ***OR*** nonexistent.	Paper does not follow requirements detailed in the PDF. ***AND/OR*** The paper is impossible to follow and transitions are nonexistent.	**__*3** **_____**
Grammar	Student makes very few errors.	Student makes some minor errors in punctuation and are sometimes distracting	Student makes some errors in punctuation and spelling. Errors are distracting.	Student makes many errors in punctuation and spelling. Errors are distracting.	Grammar is poor and distracting to the reader and makes reading very difficult.	**__*3** **_____**
Comments:						**/80**