|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Not Evident (0)** | **Introductory  (1)** | **Developing  (2)** | **Advancing  (3)** | **Capstone  (4)** |
| **Thesis Statement** | Not Evident | Lacks a clear thesis or does not address the research question. | Thesis is present but may be unclear or not fully address the research question. | Clear thesis; addresses the research question. | Clear, concise, and well-defined thesis; thoroughly addresses the research question. |
| **Research Quality** | Not Evident | Uses few or no credible sources; research is inadequate. | Uses some credible sources; research is basic. | Uses a good range of credible sources; demonstrates solid research. | Uses a wide range of credible, relevant sources; demonstrates thorough research. |
| **Analysis and Interpretation** | Not Evident | Lacks analysis and interpretation of research findings; weak connection to thesis. | Provides some analysis and interpretation of research findings; connection to thesis is basic. | Provides good analysis and interpretation of research findings; connects findings to thesis. | Provides insightful analysis and interpretation of research findings; connects findings to thesis. |
| **Organization and Structure** | Not Evident | Poorly organized; lacks clear transitions between sections. | Some organization; transitions between sections are sometimes unclear. | Generally well-organized; good transitions between sections. | Well-organized with clear, logical flow; excellent transitions between sections. |
| **Evidence and Support** | Not Evident | Lacks evidence to support arguments; poor integration of sources. | Uses some evidence to support arguments; integration of sources is basic. | Uses good evidence to support arguments; integrates sources well. | Uses strong, relevant evidence to support arguments; excellent integration of sources. |
| **Grammar and Mechanics** | Not Evident | Many errors in grammar, spelling, or punctuation. | Some errors in grammar, spelling, or punctuation. | Few errors in grammar, spelling, or punctuation. | Virtually no errors in grammar, spelling, or punctuation. |
| **Style and Tone** | Not Evident | Inappropriate style and tone for the academic audience. | Somewhat appropriate style and tone for the academic audience. | Generally appropriate style and tone for the academic audience. | Engaging and appropriate style and tone for the academic audience. |
| **Citations and References** | Not Evident | Few or no sources are correctly cited in the appropriate academic format; incomplete reference list. | Some sources are correctly cited in the appropriate academic format; basic reference list. | Most sources are correctly cited in the appropriate academic format; good reference list. | All sources are correctly cited in the appropriate academic format (e.g., APA, MLA); comprehensive reference list. |

**Sample Rubric for Research Papers**

**Tips for Using the Rubric**

1. Consistency: Apply the rubric consistently across all students to ensure fair and objective assessment.
2. Feedback: Provide detailed feedback based on the rubric criteria to help students understand their strengths and areas for improvement.
3. Calibration: If multiple instructors are using the rubric, conduct calibration sessions to ensure consistent scoring.