

## History Fair Research Paper Rubric

Category	Exceeding - 4	Meeting - 3	Developing - 2	Emerging - 1
<b>Paper Format</b>	MLA format is completely correct: Times New Roman, 12 pt, Double-spaced, 1-inch margins, heading, title, page numbers.	MLA format is mostly correct: Times New Roman, 12 pt, Double-spaced, 1-inch margins, heading, title, page numbers. Only 1 or 2 errors.	MLA format is somewhat correct: Times New Roman, 12 pt, Double-spaced, 1-inch margins, heading, title, page numbers. Only 3 to 4 errors.	More than 4 formatting errors. Font, font size, spacing, margins, heading, title, page numbers.
<b>Thesis</b>	The 2-3 sentence thesis statement is directly correlated to the theme and demonstrates what the reader will learn and discover.	The 1-2 sentence thesis statement demonstrates what the reader will learn and discover. May not be connected to the theme or information may be missing.	The thesis is 1 sentence and somewhat demonstrates what the reader will learn. May not be connected to the theme.	Thesis statement is absent or ineffective.
<b>Focus</b>	Clearly sets purpose of paper through the use of an effective introduction, which includes a thesis statement. Includes an effective analytical closing which unifies the writing.	Clearly sets purpose of paper through the use of introduction, which includes the thesis statement and an analytical closing, which unifies the writing.	The introduction is vague and may lack a closing paragraph.	An introduction and closing were not included.
<b>Support</b>	All major topics and subtopics are developed with specific details. Extensive development of support through multiple strategies. (ex. Explanation, evidence, examples, statistics)	Most major topics and subtopics are developed with specific details. Some development of support through multiple strategies. (ex. Explanation, evidence, examples, statistics)	Most support is general or consists of repetition or redundancy. May be insufficient writing to determine that the support can be maintained.	Support may lack clarity. There is insufficient writing to show that criteria are met.
<b>Organization )</b>	All topics and subtopics are appropriately paragraphed. Coherence and cohesion demonstrated by effective and varied transition words and phrases. Effective use of sentence structure.	Most topics and subtopics are appropriately paragraphed. Coherence and cohesion demonstrated by effective and varied transition words and phrases. Some use of varied sentence structure.	Some appropriate paragraphing. May have inappropriate transition words, which disrupt the progression of ideas.	Limited evidence of appropriate paragraphing. Limited structure within paragraphs.
<b>Primary and Secondary Sources</b>	The student used at least 5 different sources including one primary sources and a variety of secondary sources notes. The evidence supports the thesis and all pieces of evidence are clearly stated. The evidence is highly effective in reflecting the student's knowledge of his or her chosen topic.	The student used at least 4 different sources including one primary source and a variety of secondary sources. Most of the evidence supports the thesis and most are clearly stated. The evidence is effective in reflecting the student's knowledge of her or his chosen topic.	The student used at least 3 different sources including one primary source and a variety of secondary sources. Most of the evidence supports the thesis and most are clearly stated. The evidence is effective in reflecting the student's knowledge of her or his chosen topic.	The student used a only a few sources, or there are numerous factual mistakes, omissions, or oversimplifications. The evidence does not support the thesis.
<b>Vocabulary</b>	The writer has compelling use of precise language and domain-specific vocabulary to explain the topic.	The writer has clear use of precise language and vocabulary.	The writer has ineffective use of precise language and vocabulary.	The writer has imprecise use of language and weak vocabulary.
<b>Conventions</b>	Mastery of sentence constructions, correct use of spelling, grammar, punctuation, and capitalization. Little or no mistakes.	Satisfactory use of sentence construction and satisfactory use of spelling, grammar, punctuation, and capitalization. Minimal mistakes.	Limited skills in sentence construction and many errors in spelling, grammar, punctuation, and capitalization. Many mistakes.	Unsatisfactory use of sentence construction and numerous errors in spelling, grammar, punctuation, and capitalization. Many errors, difficult to understand.
<b>In-Text Citations</b>	All evidence is properly cited in the text. Clearly identifies which source and where the evidence was pulled from.	Most evidence is properly cited in the text. Clearly identifies which source and where the evidence was pulled from.	Only some evidence is cited in the text.	No attempt is made to cite evidence.
<b>Annotated Bibliography</b>	Student cites all sources used in the research paper. All annotations are thoughtful, complete, and well written.	Student cites most sources used in the research paper. Most annotations are thoughtful, complete, and well written.	Inadequate format was used to cite sources. Most annotations are lacking in completeness, thought, and/or writing quality.	No annotated bibliography was included or annotations are lacking in completeness, thought, and/or writing quality.