



TROUP COUNTY BOARD OF EDUCATION

100 N. Davis Rd. Bldg. C, LaGrange, GA 30240 (706)812-7900 Fax (706)812-7904

Capstone Project Research Paper Rubric

Student Name _____

Teaching Task Rubric (Informational or Explanatory)

Scoring Elements	Exemplary (4)	Proficient (3)	Needs Development (2)	Ineffective (1)	Points
MLA Format	Paper always uses proper MLA format (ie. heading, margins, font, spacing, page numbers and works cited)	Paper mostly uses proper MLA format with 1-2 lapses.	Paper demonstrates an attempt to use MLA format but with frequent lapses.	Paper does not use proper MLA format..	
Controlling Idea and Focus/Introduction	Establishes a strong controlling idea with a clear purpose maintained throughout the response. Addresses all aspects of topic appropriately and maintains a strongly-developed focus.	Establishes a controlling idea with a clear purpose. Addresses topic appropriately and maintains a clear, steady focus.	Establishes a controlling idea with a general purpose. Addresses topic appropriately, but with a weak or uneven focus.	Attempts to establish a controlling idea, but lacks a clear purpose. Attempts to address topic, but lacks focus or is off-task.	
Reading/ Research	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	
Development	Presents thorough and detailed information to strongly support the focus and controlling idea. Thoroughly discusses relevant and salient implications or consequences and one or more significant gaps/unanswered questions.	Presents appropriate details to support the focus and controlling idea. Briefly notes a relevant implication or a relevant gap/unanswered question.	Presents appropriate and sufficient details to support the focus and controlling idea. Explains relevant and plausible implications and a relevant gap/unanswered question.	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. Implication is missing, irrelevant, or illogical.	
Content Understanding	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	

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Organization	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific topic.	Maintains an appropriate organizational structure to address the specific requirements of the topic.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Attempts to organize ideas, but lacks control of structure.	
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features.	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics	
In-text citations (MLA format)	Consistently cites sources using an appropriate format. All cited works are cited in the correct format with no errors.	Cites sources using an appropriate format with only minor errors. Most sources are cited in the correct format.	Inconsistently cites sources. Few cited works are done in the correct format.	Sources are used without citation.	
Works Cited Page (MLA format)	Done in the correct MLA format with no errors. All entries are alphabetized and indented properly in MLA format. Includes 4 or more complete references.	Done in the correct MLA format with few errors. Includes 3 references.	Contains frequent errors in MLA format. Includes 2 references.	Lack of MLA format/numerous errors.	

Scoring Scale (Grade Equivalent) 31-36 (90-100) 24-30 (80-89) 17-23 (70-79) 12-16 (60-69) 9-11 (Below 60) Total Points _____