

**AP LANGUAGE
RESEARCH PAPER RUBRIC**

Name: _____ Date: _____

Directions: Turn this rubric in EACH TIME you turn in a part of your research paper. DO NOT LOSE IT! Remember that this is NOT a rewrite process! When you turn in each section, you will earn a FINAL grade on that section! Each section should follow MLA format with a correct heading and page numbers (title only on Intro/Conclusion section). Include a complete Works Cited with each section. Also, all parts must be submitted to Turnitin.com.

Thesis: _____

Part I: Narration

Due: _____

Criteria	5	4	3	2 - 0
Framing the Controversy	Narration successfully frames the conflict for the reader, making all the various points of view clear without actually arguing the thesis yet.	Narration frames the conflict for the reader, making at least two different points of view clear without actually arguing the thesis yet.	Narration attempts to frame the controversy but either at least two different points of view are not clear OR some points of view are ignored. Writer may lapse into arguing the thesis at one or two places.	Narration fails to adequately frame the controversy. It may be unclear why the topic is argumentative, important points of view may be ignored, and/or the writer may neglect narration and dive into argumentation.
Background	Narration provides important background—including such things as the history of the topic, introduction of significant people who will be mentioned later, definition of obscure terms/jargon, etc.--without becoming tedious.	Narration provides adequate background, but may include more than is needed.	Narration provides sketchy background, leaving out important information that the reader needs to understand the argument. Or, the background provided is mostly unnecessary or irrelevant.	Narration provides no real background.

_____ =

Narration Total: _____/10

Part II: Confirmation

Due: _____

Criteria	5	4	3	2 - 0
Logical Appeal	Excellent use of apt facts, data, expert knowledge, etc. to develop the position; level of support is consistent throughout; balance of quotes,	Good use of facts, data, expert knowledge, etc; some details may be irrelevant, vague, or incorrect; level of support is consistent;	Use of facts, data, expert knowledge, etc. is inconsistent; several claims may need more or better support; paper may rely too much on one type of support	Little or no logical support is used; writer seems to ramble rather than use clear claims-data-warrants; writer may rely so much on quotations that the

	paraphrases, and summaries; claim-data-warrant/explanation is clear in each paragraph; logical fallacies are avoided.	balance of quotes, paraphrases, and summaries; claim-data-warrant/explanation is clear in most paragraphs; logical fallacies are usually avoided and if they occur, do not significantly undermine argument.	(usually quotes) demonstrating less synthesis of information; claim-data is usually clear; warrants may be lacking; writer may commit two or three logical fallacies which somewhat undermine the argument.	paper is dangerously close to plagiarism OR writer relies so much on summary or paraphrase that the paper does not seem research based; logical fallacies seriously undermine the argument.
Emotional Appeal	Writer establishes a strong emotional appeal through purposeful manipulation of language, effectively using many tropes and schemes.	Writer establishes good emotional appeal through purposeful manipulation of language, using several tropes and schemes; some of these may be cliched or sound overly contrived.	Writer establishes limited emotional appeal through some manipulation of language; a few tropes and/or schemes are used. Many of these are cliched, contrived, or confusing (i.e. mixed metaphors).	Writer establishes no real emotional appeal; no indication that the writer attempted to use tropes and/or schemes, OR if one or two tropes or schemes are used, they are cliched or confusing.
Ethical Appeal	Writer establishes strong ethical appeal through demonstration of thorough research, including choosing and clearly introducing reliable, legitimate sources; essay reveals a sophisticated understanding of the issue, acknowledging complexities, ambiguities, and contradictions; all information and ideas are clearly credited to their source.	Writer establishes ethical appeal through demonstration of thorough research, including choosing and clearly introducing reliable, legitimate sources; essay reveals thorough understanding of the issue; all information and ideas are clearly credited to their source.	Writer establishes limited ethical appeal due to lapses in research, possibly including using unreliable or biased sources; essay reveals limited understanding of the issue; all information and ideas are clearly credited to their sources.	Writer establishes no ethical appeal due to lack of appropriate research, lack of attention to reliable, unbiased sources, or lack of demonstrated understanding of the issue; minor errors in documentation and/or works cited—short of actual plagiarism—interfere with clear crediting of information or ideas.

_____ x 2 =

Confirmation Total: _____/30

Part III: Concession/Refutation

Due: _____

Criteria	5	4	3	2-0
Logical Appeal	Excellent use of apt facts, data, expert knowledge, etc. to develop the position; level of support is consistent throughout; balance of quotes, paraphrases, and summaries; claim-data-warrant/explanation is clear in each paragraph; logical fallacies are avoided.	Good use of facts, data, expert knowledge, etc; some details may be irrelevant, vague, or incorrect; level of support is consistent; balance of quotes, paraphrases, and summaries; claim-data-warrant/explanation is clear in most paragraphs; logical fallacies are usually avoided and if they occur, do not	Use of facts, data, expert knowledge, etc. is inconsistent; several claims may need more or better support; paper may rely too much on one type of support (usually quotes) demonstrating less synthesis of information; claim-data is usually clear; warrants may be lacking; writer may commit two or three logical fallacies which	Little or no logical support is used; writer seems to ramble rather than use clear claims-data-warrants; writer may rely so much on quotations that the paper is dangerously close to plagiarism OR writer relies so much on summary or paraphrase that the paper does not seem research based; logical fallacies seriously undermine the

		significantly undermine argument.	somewhat undermine the argument.	argument.
Emotional Appeal	Writer establishes a strong emotional appeal through purposeful manipulation of language, effectively using many tropes and schemes.	Writer establishes good emotional appeal through purposeful manipulation of language, using several tropes and schemes; some of these may be cliched or sound overly contrived.	Writer establishes limited emotional appeal through some manipulation of language; a few tropes and/or schemes are used. Many of these are cliched, contrived, or confusing (i.e. mixed metaphors).	Writer establishes no real emotional appeal; no indication that the writer attempted to use tropes and/or schemes, OR if one or two tropes or schemes are used, they are cliched or confusing.
Ethical Appeal	Writer establishes strong ethical appeal through demonstration of thorough research, including choosing and clearly introducing reliable, legitimate sources and fair treatment of differing points of view; essay reveals a sophisticated understanding of the issue, acknowledging complexities, ambiguities, and contradictions; all information and ideas are clearly credited to their source.	Writer establishes ethical appeal through demonstration of thorough research, including choosing and clearly introducing reliable, legitimate sources and acknowledging differing points of view; essay reveals thorough understanding of the issue; all information and ideas are clearly credited to their source.	Writer establishes limited ethical appeal due to lapses in research, possibly including using unreliable or biased sources; differing points of view are underdeveloped or misrepresented; essay reveals limited understanding of the issue; all information and ideas are clearly credited to their sources.	Writer establishes no ethical appeal due to lack of appropriate research, use of unreliable, biased sources, lack of recognition of legitimate differing points of view, or lack of demonstrated understanding of the issue; minor errors in documentation and/or works cited—short of actual plagiarism—interfere with clear crediting of information or ideas.

_____ x 2

Concession/Refutation Total: _____/30

Part IV: Introduction/Conclusion

Due: _____

Criteria	5	4	3	2 - 0
Introduction	Introduction, including title, is powerful and insightful and presents the thesis/purpose in a compelling way. Introduction has strong emotional appeal.	Introduction, including title, is interesting, meaningful, and presents the thesis/purpose clearly. Introduction has some emotional appeal.	Introduction, including title, presents the thesis/purpose in a general way.	Introduction is inadequate for one or more of the following reasons: no title, no specific attention-getter, no logical progression of ideas, too long or too short, thesis unclear.
Conclusion	Conclusion is fully developed and leaves the reader with a powerful sense of the writer's opinion and with insight gained. Conclusion has strong emotional appeal.	Conclusion brings the essay to a close in memorable way, but does not necessarily provide insight. Conclusion has some emotional appeal.	Conclusion simply repeats ideas in the introduction.	Conclusion is inadequate. It does not restate the thesis, is not developed, or brings up new/irrelevant topics.

_____ =

Conclusion Total: _____/10

Part V: Overall Skills

Scale:

3 = Excellent, 100% of the time or almost all the time

2 = OK, Some of the time

1 = Unacceptable, rarely

0 = Not at all

Criteria	Part I	Part II	Part III	Part IV	Total
Organization: Each paragraph addresses a specific aspect of the topic; sequence is effective and moves the reader through the section; paragraphing may or may not be conventional; thoughtful and sophisticated transitions show how all ideas are connected; clearly organized in a way that enhances meaning or helps to develop the central idea.					
Diction: Lively, powerful verbs provide energy ("be" verbs are limited); specific nouns add color and clarity; modifiers effectively provide imagery and are not just "padding"; vocabulary is mature and precise; figurative language and other tropes are effective; diction is concise, avoiding nominalizations, redundancies, and inflation.					
Syntax: Sentences are effectively varied in length and structure; sentences use purposeful, varied beginnings; syntax helps convey meaning through purposeful and effective use of schemes, such as rhetorical questions, anaphora, etc.; awkward sentence structures are avoided.					
Conventions: A strong grasp of standard writing conventions is apparent, including capitalization, punctuation, spelling, and grammar; specialized conventions (title, subtitles, figures, etc.) are used accurately to enhance the text. (Conventions includes internal documentation.)					
MLA Format: NO ERRORS IN MLA FORMAT, INCLUDING WORKS CITED! (Note: Many or significant errors in the MLA format of the Works Cited may result in a zero on this paper!)					
Internal Documentation: ALL INTERNAL DOCUMENTATION IS CORRECT! ALL QUOTES, PARAPHRASES AND SUMMARIES ARE DOCUMENTED! ALL SOURCES IN INTERNAL DOCUMENTATION ARE ON THE WORKS CITED! (Note: One error in either of the last two will equal a zero in this category for the whole paper. More than one error in either of the last two, in any one section or in all sections combined, will result in a zero on the entire paper!)					

Total: ____/72

TOTAL PAPER GRADE: ____/152