

**DOCUMENTED PAPER FROM CONTROLLED SOURCES  
NINTH GRADE RESEARCH WRITING RUBRIC – CONTENT**

LEVEL	STATEMENT OF THESIS	EVIDENCE/SUPPORT	UNITY	ORGANIZATION
<b>4 CONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• States one central idea/concept/hypothesis fully and precisely as a thesis</li> <li>• Develops central idea consistently throughout the paper</li> </ul>	<ul style="list-style-type: none"> <li>• Uses five or more varied sources of current information.</li> <li>• Provides sufficient relevant information that fully supports and develops the thesis</li> <li>• Accurately states all information</li> <li>• Uses summarization, paraphrasing, and quotations appropriately to distinguish own ideas from information created by others</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesizes information effectively</li> <li>• Presents no distracting information</li> <li>• Provides a balance of fact and opinion or analysis</li> <li>• Interrelates and effectively handles the similarities and differences among the sources</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an effective introduction, informative support, and a conclusion</li> <li>• Presents a logical progression of ideas and evidence supporting the thesis.</li> <li>• Uses transitions to connect ideas logically</li> <li>• Provides a conclusion that supports and extends the thesis yet contains no new or distracting information.</li> </ul>
<b>3 REASONABLE CONTROL</b>	<ul style="list-style-type: none"> <li>• States one central idea/concept/hypothesis as a thesis although not fully or precisely</li> <li>• May provide minor competing ideas, or states the ideas somewhat broadly</li> <li>• Develops the central idea in the paper, but not thoroughly</li> </ul>	<ul style="list-style-type: none"> <li>• Uses five varied sources of current information.</li> <li>• Supports the thesis with most information; it may not be adequately developed in some places</li> <li>• Accurately states most information relevant to the thesis</li> <li>• Uses summarization, paraphrasing, and quotations, but some information may not support the thesis or be distinguished well enough from information created by others</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesizes information adequately</li> <li>• Presents minor distracting information</li> <li>• Provides an adequate balance of facts with opinion/analysis; some facts may be presented with few connections and appear unrelated because of missing analysis</li> <li>• Adequately interrelates the similarities and differences among sources</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an adequate introduction, body with supporting evidence, and a conclusion; one of these may be less effective.</li> <li>• Provides a generally logical and planned progression of ideas and evidence supporting the thesis</li> <li>• Uses transitions between many ideas.</li> <li>• Presents a conclusion that refers to the thesis but contains no new or distracting information</li> </ul>

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<b>LEVEL</b>	<b>STATEMENT OF THESIS</b>	<b>EVIDENCE/SUPPORT</b>	<b>UNITY</b>	<b>ORGANIZATION</b>
<b>2 INCONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• Suggests but does not state one central idea/concept/hypothesis</li> <li>• Presents competing ideas that detract from a clear statement of thesis</li> <li>• Develops central idea inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>• Uses fewer than five similar or inappropriate sources of information</li> <li>• Provides some information to support the central idea, but information is inadequate to develop central idea</li> <li>• Inaccurately states some information, distracting the reader; some information may not be relevant</li> <li>• Uses much paraphrasing which distracts from the central idea and often reads like a list</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information as more of a list with facts and opinions not woven together</li> <li>• Presents some distracting information</li> <li>• Provides little balance of facts with opinion/analysis</li> <li>• Relates some information to the thesis, but handles the similarities or differences among sources ineffectively</li> </ul>	<ul style="list-style-type: none"> <li>• Provides an introduction, evidence to support a thesis, and conclusion; but they do not work together effectively to support the central idea.</li> <li>• Lapses occur in the progression of ideas.</li> <li>• Uses few transitions</li> <li>• Provides a weak, simply stated conclusion</li> </ul>
<b>1 LITTLE OR NO CONTROL</b>	<ul style="list-style-type: none"> <li>• Demonstrates no clear central idea/concept/hypothesis to be developed</li> <li>• Discusses many ideas with limited focus or analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Uses too few or uses primarily inappropriate sources.</li> <li>• Presents information at random and does not support a thesis.</li> <li>• Provides much inaccurate, irrelevant, or unreliable information</li> <li>• Shows little evidence of analysis with information mostly quoted or copied</li> </ul>	<ul style="list-style-type: none"> <li>• Provides no evidence of analysis in the writing; information rambles or is primarily a list of facts</li> <li>• Presents much distracting information</li> <li>• Relates almost no information to the thesis, and does not address similarities or differences among sources</li> </ul>	<ul style="list-style-type: none"> <li>• Does not provide a three part paper with an introduction, body, and conclusion</li> <li>• Provides no clear organizational structure</li> <li>• Presents information at random, causing the reader difficulty in following a logical progression of thought</li> <li>• Uses few or no transitions between ideas, with little differentiation between ideas and support</li> </ul>

**DOCUMENTED PAPER FROM CONTROLLED SOURCES  
NINTH GRADE RESEARCH WRITING RUBRIC – STYLE**

LEVEL	VOCABULARY	AUDIENCE /PURPOSE	SENTENCE VARIETY
<b>4 CONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• Uses precise vocabulary, unique to the content area or topic</li> <li>• Chooses vocabulary deliberately to convince the reader to support the thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to a specific audience with the clear purpose of convincing it to support the central idea</li> <li>• Demonstrates a distinct and consistent tone appropriate for content and research writing</li> <li>• Demonstrates strong and compelling student voice through sustained interest in the topic</li> <li>• Uses third person point of view consistently throughout the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs sentences that are clear, correct, and of varied length</li> <li>• Constructs sentences appropriate in content and complexity to or above grade level</li> </ul>
<b>3 REASONABLE CONTROL</b>	<ul style="list-style-type: none"> <li>• Uses less precise vocabulary related to the content area or topic</li> <li>• Chooses vocabulary to convey meaning but not to convince the reader to support the thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to an audience less clearly the purpose of the writing to convincingly support the central idea</li> <li>• Demonstrates a tone appropriate to content and research writing but not as sustained throughout writing</li> <li>• Demonstrates some voice through appropriate and adequate interest in the topic</li> <li>• Uses third person point of view throughout most of the paper</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs sentences that are correctly written; some attempts in complexity may be evident</li> <li>• Constructs sentences on or adequate to grade level</li> </ul>
<b>2 INCONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• Uses general vocabulary, not specific to the content area or topic</li> <li>• Uses vocabulary appropriately to convey meaning but not to convince the reader to support the thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Presents ideas informally as information about a central idea, making the reader work to understand the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs mainly simple sentences with some errors; any attempts in complexity appear awkward</li> <li>• Constructs sentences inadequate to grade level or content</li> </ul>

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<p align="center"><b>2 INCONSISTENT CONTROL (CONTINUED)</b></p>		<ul style="list-style-type: none"> <li>• <b>Uses an ineffective or inappropriate tone for the content of research writing; lacks a clear enough understanding to engage the reader</b></li> <li>• <b>Demonstrates lapses in voice where the language appears more neutral or reflects that of the source instead of the student</b></li> <li>• <b>Fluctuates in point of view among first, second, and third person at the paragraph level, but it is generally third</b></li> </ul>	
<p align="center"><b>1 LITTLE OR NO CONTROL</b></p>	<ul style="list-style-type: none"> <li>• <b>Uses little or no vocabulary from the content area or topic.</b></li> <li>• <b>Uses vocabulary that does not convey meaning but rather confuses the reader</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shows little awareness of audience or purpose beyond presenting information</b></li> <li>• <b>Reflects little or no control of tone</b></li> <li>• <b>Demonstrates little interest in the topic so voice is not recognizable</b></li> <li>• <b>Fluctuates point of view among first, second, and third person throughout the paper</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses no variety in sentence structure</b></li> <li>• <b>Constructs sentences inappropriate to grade level and content</b></li> </ul>

**DOCUMENTED PAPER FROM CONTROLLED SOURCES  
NINTH GRADE RESEARCH WRITING RUBRIC – STRUCTURE**

<b>LEVEL</b>	<b>SENTENCE FORMATION</b>	<b>MECHANICS</b>	<b>USAGE</b>
<b>4 CONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• Consistently writes complete sentences, using standard word order and subordination</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses correct capitalization, spelling, punctuation, division of words, and indentation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses standard grammar correctly</li> </ul>
<b>3 REASONABLE CONTROL</b>	<ul style="list-style-type: none"> <li>• Generally writes complete sentences, using standard word order and subordination; errors do not interfere with the meaning of the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Makes occasional errors in capitalization, spelling, punctuation, division of words, and indentation that do not distract from the reading of the paper</li> </ul>	<ul style="list-style-type: none"> <li>• Makes occasional errors in grammar which are minimally distracting to the reader</li> </ul>
<b>2 INCONSISTENT CONTROL</b>	<ul style="list-style-type: none"> <li>• Makes numerous errors, including fragments and run-ons; errors begin to interfere with the meaning of the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Makes frequent errors in capitalization, spelling, punctuation, division of words, and indentation which distract from the reading of the paper</li> </ul>	<ul style="list-style-type: none"> <li>• Makes frequent errors in grammar which begin to distract the reader</li> </ul>
<b>1 LITTLE OR NO CONTROL</b>	<ul style="list-style-type: none"> <li>• Makes frequent errors; run-ons, sentence fragments, or other sentence formation errors make the writing difficult to read.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes numerous errors in capitalization, spelling, punctuation, division of words, and indentation, making understanding of the writing difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Displays little or no understanding of correct grammar usage</li> </ul>

**DOCUMENTED PAPER FROM CONTROLLED SOURCES  
NINTH GRADE RESEARCH WRITING RUBRIC – PRESENTATION**

<b>LEVEL</b>	<b>DOCUMENTATION</b>	<b>FORMAT OF PAPER</b>
<p style="text-align: center;"><b>4 CONSISTENT CONTROL</b></p>	<ul style="list-style-type: none"> <li>• Uses consistently correct MLA documentation in the body of the paper</li> <li>• Uses consistently correct MLA documentation in the works-cited page</li> </ul>	<ul style="list-style-type: none"> <li>• Follows required MLA title, body, and works cited page formatting, including correct page numbering</li> <li>• Presents a legible and neat paper</li> </ul>
<p style="text-align: center;"><b>3 REASONABLE CONTROL</b></p>	<ul style="list-style-type: none"> <li>• Uses MLA documentation with few errors within the body of the paper</li> <li>• Uses MLA documentation with few errors in the works-cited page</li> </ul>	<ul style="list-style-type: none"> <li>• Follows required MLA title, body, and works cited page formatting generally well, including correct page numbering</li> <li>• Presents a generally legible and neat paper</li> </ul>
<p style="text-align: center;"><b>2 INCONSISTENT CONTROL</b></p>	<ul style="list-style-type: none"> <li>• Uses MLA documentation with many errors in the body of the paper</li> <li>• Uses MLA documentation with many errors in the works-cited page</li> </ul>	<ul style="list-style-type: none"> <li>• Makes several errors in required MLA formatting and page numbering</li> <li>• Presents a difficult to read paper</li> </ul>
<p style="text-align: center;"><b>1 LITTLE OR NO CONTROL</b></p>	<ul style="list-style-type: none"> <li>• Uses little or no MLA documentation within the body of the paper</li> <li>• Uses little or no correct documentation in the works-cited page, or omits the works-cited page</li> </ul>	<ul style="list-style-type: none"> <li>• Does not follow required formatting or page numbering.</li> <li>• Presents a very difficult to read paper</li> </ul>