

Research-Based RUBRIC

	Exemplary 10/10	Competent 8/10	Emerging 6/10
Central Claim, Idea, or Contribution	Central inquiry, idea, or purpose is apparent and specific. Claim or idea is appropriate in scope (not too big or too small) and certainty/ caution for the assignment suits the purpose. Significance of the contribution to the topic or assignment is made apparent.	Central inquiry, idea, or purpose is apparent and is mostly fulfilled in the composition. However, the central claim, idea, or purpose may be broad or general and not consistently in control of the degree to which throughlines, description, and sequencing of events are developed.	Central inquiry or idea is not sufficiently made apparent in ways that support and/or relate to many composing decisions made apparent in the composition.
Evidence and Support	Evidence is adequately incorporated throughout the composition and consistently relevant to the claim or idea being developed. Evidence adequately supports or extends the composition's contribution to the topic or assignment. The writer's ideas are adequately situated in relation to primary and/or secondary source materials via strategies like summary, synthesis, paraphrase, citation, or quoted/represented evidence.	Evidence is generally incorporated throughout the composition, but may be inconsistently developed, discussed, or contextualized in some places. Or, relevance of evidence incorporated is not always tied to the claim or idea being developed. There are indications the writer is working to situate their ideas in relation to source materials and evidence, but it is not always apparent how the integration of those sources supports the writer's purpose(s) or inquiry.	Evidence is not incorporated sufficiently throughout the composition, or evidence is present but not developing in ways that support the writer's central claim, idea, or purpose(s).
Analysis	The writer consistently explains significance of evidence and the connections of evidence to the central claim, idea, or purpose(s) being developed. Findings and/or evidence are described adequately and examined in ways that mostly establish connections across broader lines of inquiry.	Generally, the writer provides explanations of evidence and its significance to the composition's overarching purpose(s). However, this analysis and extension may be somewhat inconsistently developed or connected to those purpose(s).	The writer does not explain the significance of evidence presented and/or does not adequately substantiate analysis in ways that establish connections between that evidence and the broader purpose(s) of the composition.
Audience Awareness	Composition engages with alternative perspectives and with the needs of readers whose points of view may contrast with the central claim or idea. The writer makes generally purposeful decisions regarding usage standards and discourse conventions for the genre or audience (including sentence mechanics, formatting, and citations).	Composition takes steps to engage alternative perspectives, though the perspectives addressed may not be the most pressing or may not meet the needs of all readers. The writer may not always enact usage standards and discourse conventions in ways that are effective for the genre, audience, and purpose(s) of the composition.	Composition does not address alternative perspectives or does so in a way that could be alienating to readers. Choices regarding mechanics and conventions inhibit the reader's ability to follow ideas and significance of ideas in the composition.
Organization and Development	Organizing principle for composition structure is made apparent and allows the central claim or idea to be fully developed. Relationships between ideas or statements are developed and progress rhetorically to guide readers' experience and understanding of the composition.	Organizing principle for composition structure is generally apparent. Ideas build logically on one another, though these relationships may at times be absent or undeveloped in ways that sometimes limit the readers' ability to make sense of relationships among those ideas.	Organizing principle for composition structure is not made apparent or works against readers' needs. The narrative progression limits the readers' ability to make useful sense of connections among ideas or does not sufficiently contribute to the development of a central idea or purpose.