

RESEARCH PAPER EVALUATION CRITERIA

Criteria		Score				Additional Comments
		4	3	2	1	
Introduction	The first paragraph is catchy or inviting. The thesis is evident and the point to be argued is well stated.	The introduction is not particularly inviting. The thesis is mixed among many sentences and hard to piece together.	A catchy beginning was attempted, but is confusing rather than inviting. The thesis is not entirely apparent, although a topic is evident.	No attempt was made to catch the reader's attention in the first paragraph. The thesis is not apparent nor is the topic of the essay.		
Thesis	The topic is clear and well-focused, as well as the paper's position. The thesis previews the structure of the paper.	The main idea is clear, but the supporting information is general or the thesis fails to preview the structure of the paper.	The main idea is somewhat clear, but there is a need for more supporting information or some identifiable approach.	The main idea is not clear or doesn't support the rest of the essay. Or, the paper seems to be a seemingly random collection of information.		
Organization	The paper is well organized and details are placed in a logical order. There are no awkward or confusing areas. Transitions work well.	Some areas of the paper are not well organized, illogically ordered, or are awkward. Some transitions may be missing.	There are several areas in the paper which are not well organized, illogically ordered, or are awkward. Transitions are missing or fail to work.	The paper is not well organized and the details are not placed in a logical order. There are too many awkward/confusing areas. Transitions are missing or fail to work.		
Conclusion	The conclusion is strong, ties the paper together, and leaves the reader feeling s/he understands the writer's message.	The conclusion is recognizable, but it does not provide a compelling wrap-up.	The conclusion fails to summarize the main ideas of the paper or lacks cohesiveness.	There is no clear conclusion.		
Supporting Facts / Arguments	Supporting information/facts are related to the topic and accurate.	Supporting information/facts are sometimes unrelated to the topic or inaccurate.	Supporting information/facts are frequently unrelated to the topic or inaccurate.	Supporting information/facts are missing or confusing.		
Revision	Numerous meaningful changes have been made to the text in terms of message/content.	The text shows some evidence of meaningful changes to the message/content.	There are a few significant changes to the text's message/content.	The draft and final version are almost the same.		
Research Quality	There is evidence of at least 4 credible sources that are skillfully interwoven in the text. There is no source favoritism. The MLA format is consistently followed. Sources are documented and cited correctly.	There is evidence of at least 2-3 credible sources that are competently interwoven in the text. There is a small degree of source favoritism. The MLA format is consistently followed. All sources are documented, but not are necessarily cited correctly.	There is limited evidence of credible sources interwoven in the text. There is a significant degree of source favoritism. The MLA format not followed consistently. A number of sources are not documented or are not cited correctly.	There is little evidence of credible sources. There is a large degree of source favoritism. The MLA format is not followed or used correctly. Many sources are not documented or cited correctly.		
Language Style/Use	The writer's language is stylistically sophisticated, original, and engaging. The writer is consistently aware of the audience. There is a wide variety of sentence length and structure.	The writer's language is original and appropriate, although the writer does not always consider the audience. There is some variety in sentence length and structure.	The writer's language is imprecise or not appropriate for the audience. There is little variety in sentence length and structure.	The writer's language is frequently incoherent or inappropriate for the audience. There are problems with sentence structure.		
Mechanics	The essay is free of errors in capitalization, punctuation, grammar, and spelling.	The essay shows occasional errors in capitalization, punctuation, grammar, and spelling.	The essay shows numerous errors in capitalization, punctuation, grammar, and spelling.	The essay has too many errors in capitalization, punctuation, grammar, and spelling.		
Total	/36					