**Junior Independent Thesis Rubric 2018**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“YES” TEST: In order for the paper to be evaluated, it must contain the following basic components.**

**Each “NO” on a final draft will lead to a deduction of 10 points.**

 **YES NO**

 \_\_\_\_ \_\_\_\_ Paper correctly formatted (header, double-spaced, 1” margins, Times New Roman 12 pt)

 \_\_\_\_ \_\_\_\_ Title Page (with title, name, JIT, year)

 \_\_\_\_ \_\_\_\_ Thesis statement specifically stated in introduction

 \_\_\_\_ \_\_\_\_ Information used within paper cited with correct documentation process (in-text)

 \_\_\_\_ \_\_\_\_ Works Cited page, minimum of 6 scholarly sources, MLA 8 style formatting

 \_\_\_\_ \_\_\_\_ Paper written entirely in third person (no pronouns like I, we, you, us)

 \_\_\_\_ \_\_\_\_ 2,000 words minimum (not including title page or works cited)

**N.b.: Any plagiarism, including papers exceeding a thirty percent threshold of unoriginality will be considered plagiarized and will result in the student earning a zero for the assignment.**

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| **Content**  |
| Skills application demonstrates | Exemplary | Effective | Competent | Developing | Unacceptable practice |
| A narrow and engaging introduction, directed toward thesis | 8 | 7 | 6 | 5 | 0 |
| A controlling thesis/argument that is challenging, clear and focused | 8 | 7 | 6 | 5 | 0 |
| Researched information, consistently related to thesis | 8 | 7 | 6 | 5 | 0 |
| An evaluation or analysis of effective research; not merely a report | 8 | 7 | 6 | 5 | 0 |
| A clear conclusion that states significance or answers “so what” and avoids redundancy | 8 | 7 | 6 | 5 | 0 |
| Content & Organization Points: 40 possible |   |   |

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|  **Mechanics & Organization**  |
| Skills application | Exemplary | Effective | Competent | Developing | Unacceptable Practice |
| Demonstrates correct usage/grammar/spelling/capitalization/ punctuation/ agreement | 7 | 6 | 5 | 3 | 0 |
| Writes with mature academic vocabulary and uses words correctly | 7 | 6 | 5 | 3 | 0 |
| Writes with appropriate sentence structure using transitions, coordination, and subordination of ideas | 7 | 6 | 5 | 3 | 0 |
| Demonstrates clear focus; all material is relevant. Some background is used when appropriate, but details are sharp. | 7 | 6 | 5 | 3 | 0 |
| Avoids editorializing (does not include unsupported opinions) | 7 | 6 | 5 | 3 | 0 |
| Mechanics Points: 35 possible |   |
|  **Use of Sources** |
| Skills application | Exemplary | Effective | Competent | Developing | Unacceptable Practice |
| Demonstrates a mixture of writer’s words with paraphrased/quoted sources woven into text with appropriate attributions created for sources | 7 | 6 | 4 | 3 | 0 |
| Synthesizes information, and avoids creating a “book report” about a few sources. | 8 | 7 | 5 | 3 | 0 |
| Uses a range of sources, representing a variety of viewpoints, in balanced manner Uses sources representing appropriate, current, and credible research (no sources older than ten years, except by teacher approval) | 5 | 4 | 3 | 3 | 0 |
| All sources are cited within paper using in-text citations | 5 | 4 | 3 | 2 | 0 |
| Use of Sources Points: 25 possible |   |

Points: \_\_\_\_\_\_\_\_\_/100