

BHS Informative/Expository Writing

W.2: MLA

MLA Research Essay Rubric

Name: _____ Course: _____ Date: / /

Writing Task and Purpose: _____

Audience: _____

Purpose and Structure			
Exceeds/ <u>16</u>	Proficient/ <u>12</u>	Approaching/ <u>10</u>	Well Below/ <u>8</u>
<input type="checkbox"/> <i>Precise</i> explication of controlling/main idea related to topic <input type="checkbox"/> Introduction <i>skillfully</i> opens the Paper, <i>All</i> texts are introduced <input type="checkbox"/> Organization is <i>perfectly</i> aligned to criteria <input type="checkbox"/> Concluding section <i>skillfully</i> closes essay, summing up changes if any and drawing logical conclusions from texts	<input type="checkbox"/> <i>Clear</i> controlling/main idea related to topic <input type="checkbox"/> <i>Effective</i> introduction, <i>All</i> texts are mentioned but not properly introduced <input type="checkbox"/> <i>Effective</i> organizational Structure criteria are discernable <input type="checkbox"/> <i>Effective</i> concluding section and ideas and Information, sums up changes	<input type="checkbox"/> <i>Unclear</i> controlling/main idea related to topic <input type="checkbox"/> <i>Ineffective</i> introduction <i>NOT all</i> texts are mentioned <input type="checkbox"/> <i>Unclear</i> organizational Structure continuity of criteria questionable <input type="checkbox"/> <i>Ineffective</i> concluding Section, infers conclusions	<input type="checkbox"/> Controlling/main idea related to topic not related to rest of paper <input type="checkbox"/> No coherent introduction <input type="checkbox"/> No organizational Structure, criteria changes mid paper <input type="checkbox"/> Concluding Section does not draw conclusion
Development of Ideas			
Exceeds/ <u>16</u>	Proficient/ <u>12</u>	Approaching/ <u>10</u>	Well Below/ <u>8</u>
<input type="checkbox"/> Cited information is specific, relevant and <i>well-chosen</i> for the audience's knowledge of the topic <input type="checkbox"/> Elaboration techniques are used throughout to connect and distinguish ideas and information <i>and match audience and task/purpose exactly</i> <input type="checkbox"/> Citations and elaboration techniques support and develop the controlling/main idea <i>and are thorough and convincing</i> <input type="checkbox"/> Integration of information maintains a <i>seamless</i> flow of ideas	<input type="checkbox"/> Cited information is <i>sufficient and relevant</i> <input type="checkbox"/> Elaboration techniques are <i>used</i> throughout to connect and distinguish ideas and information <input type="checkbox"/> Citations and elaboration techniques <i>clearly</i> support and develop the controlling/main idea <input type="checkbox"/> Integration of information <i>maintains a flow of ideas</i>	<input type="checkbox"/> Cited information is <i>insufficient or irrelevant</i> in relation to the main idea <input type="checkbox"/> Elaboration techniques are used <i>sometimes</i> <input type="checkbox"/> Citations and elaboration techniques are only <i>partially</i> effective to support/develop the main idea <input type="checkbox"/> Integration of information <i>lacks fluidity</i>	<input type="checkbox"/> cited Information out of context <input type="checkbox"/> Elaboration Techniques rarely used <input type="checkbox"/> Citations and elaboration techniques do not support/develop the main idea <input type="checkbox"/> Information is not integrated

Total from first section: _____

Comments:

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Use of Language	Proficient/ <u>13</u>	Approaching/ <u>10</u>	Well Below/ <u>6</u>
Exceeds/ <u>17</u>	Proficient/ <u>13</u>	Approaching/ <u>10</u>	Well Below/ <u>6</u>
<input type="checkbox"/> Objective and <i>scholarly</i> tone throughout essay <input type="checkbox"/> Signal phrases <i>clearly</i> introduce all quoted/paraphrased information <input type="checkbox"/> <i>Zero errors</i> in correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Objective tone <i>throughout</i> essay <input type="checkbox"/> Signal phrases introduce <i>all</i> quoted/paraphrased information <input type="checkbox"/> <i>One-four errors</i> in correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Sections or sentences <i>lack</i> an objective tone <input type="checkbox"/> Signal phrases introduce <i>some</i> quoted/paraphrased information <input type="checkbox"/> <i>Five-nine errors</i> in correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Lacks objective tone <input type="checkbox"/> poor signal phrases <input type="checkbox"/> More than ten errors in correct sentence formation, punctuation, capitalization, grammar usage, and spelling
Academic Content	Proficient/ <u> </u>	Approaching/ <u> </u>	Well Below/ <u> </u>
Exceeds/ <u> </u>	Proficient/ <u> </u>	Approaching/ <u> </u>	Well Below/ <u> </u>
<i>*TBD by content teacher to assess student research and analysis of complex topics within content standards</i> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
MLA Format	Proficient/ <u> </u>	Approaching/ <u> </u>	Well Below/ <u> </u>
Exceeds/ <u> </u>	Proficient/ <u> </u>	Approaching/ <u> </u>	Well Below/ <u> </u>
<input type="checkbox"/> <i>Zero errors</i> in MLA format of essay header, heading and text layout <input type="checkbox"/> Zero errors in parenthetical citations <input type="checkbox"/> Zero errors on works cited page	<input type="checkbox"/> <i>One-two errors</i> in MLA format of essay header, heading and text layout <input type="checkbox"/> <i>One-two errors</i> in parenthetical citations <input type="checkbox"/> One-two errors on works cited page	<input type="checkbox"/> <i>Three-four errors</i> in MLA format of essay header, heading and text layout <input type="checkbox"/> <i>Three-four errors</i> in parenthetical citations <input type="checkbox"/> <i>Three-four errors</i> on works cited page	<input type="checkbox"/> Five or more errors in MLA format <input type="checkbox"/> Five or more errors in parenthetical citations <input type="checkbox"/> Five or more errors on works cited page

Total Score: _____ Grade: _____

<p>Comments:</p>

BHS Informative/Expository Writing:

Student Review, Check and Reflect Sheet for MLA Research Essay

Research Essay: Student Review Checklist

Restate Task and Purpose:

Audience: _____

- Write "T" in the left margin next to where you state the topic.
- Write "M" in the left margin next to where you state the main idea related to the topic.
- Write "OS" in the left margin next to the line where you establish the organizational structure OR describe it here:

- Write "I" in the left margin next to the introduction.
- Write "CI" in the right margin next to the cited information that you used to develop the main idea.
- Write "ET" in the right margin next to the elaboration techniques that you used to elaborate ideas.
- Write "TRANS" in the right margin next to the lines with transitions.
- Write "SIG" in the right margin next to the lines with signal phrases.
- Write "CON" in the left margin next to the concluding section.

Research Essay: MLA Format Checklist

- Correct header and page numbers
- Correct heading
- Correct title
- Essay is double-spaced
- Paragraphs are indented
- Parenthetical citations match works cited page
- Works cited page is organized alphabetically
- Works cited page has correct spacing for left margin
- Works cited page contains only cited sources

Research Essay: Student Reflection

After reviewing your score, the rubric, and comments, identify the two-three components of the essay or the research/writing process that affected your final score.
