

**Module 9: Defining Your Path**  
**Authentic Assessment: Career Research Paper Rubric**

	<b>10 Points</b>	<b>8 Points</b>	<b>6 Points</b>	<b>2 Points</b>
<b>Introduction</b>	Begins with an interesting and engaging hook strategy that effectively grabs reader's attention and ends with a strong thesis that clearly states main assertion.	Begins with a hook strategy that is related to the essay topic and attempts to capture the reader's interest, but fails to engage the reader. Thesis is present, but assertions could be stronger.	Contains a hook strategy that fails to clearly relate to the essay topic; incomplete or fails to engage reader. Thesis is incomplete and does not present a clear assertion.	Does not attempt a hook strategy. Thesis is absent or unclear.
<b>Evidence and Research</b>	Research is strong throughout. Skillfully integrates quotations and citations while maintaining the flow of ideas. MLA or APA in-text citations follow format exactly.	Research is present, but does not support all assertions effectively. Integrates quotations, but flow of ideas is disrupted in places. MLA or APA in-text citations follow format.	Research is too general to effectively support main assertions. Quotes are not integrated effectively and disrupt the flow of ideas. Minor errors in MLA or APA citation format.	Research is absent or ineffective. No attempt at integrating quotes into the body of essay. Errors in MLA or APA citation throughout.
<b>Analysis / Synthesis</b>	Develops the main ideas within the body of the composition through supporting evidence. Synthesizes information from multiple sources and identify complexities and discrepancies in the information to support main assertions.	Attempts to develop main ideas through supporting evidence; however, analysis of that evidence in relation to main assertion lacks depth. Information from multiple sources is present, but synthesis of that information is limited.	Most main ideas are supported with evidence; however, analysis and synthesis of information is limited and would benefit from further development throughout.	Main ideas are not supported with evidence. Analysis\synthesis absent and/ or unclear.
<b>Conclusion</b>	Flows from the body of essay, effectively restates main point and provides closure by answering the "so what" question.	Flows from the body of essay, attempts to restate main points and provides closure.	Does not flow smoothly from the body, restates only some of the ideas in essay and/or fails to provide closure.	Conclusion paragraph absent, underdeveloped or ineffective.
<b>Works Cited</b>	Follows MLA or APA format exactly. Reflects strong	Follows MLA or APA format with minor format errors.	Attempts to follow MLA or APA format, but contains minor	Does not attempt to follow MLA or APA format. Fails to meet

	research, contains a variety of resources and meets all resource requirements.	Contains some variety of resources and meets all resource requirements.	errors throughout. Very little resource variety.	resource requirements. Does not reflect strong research.
<b>Sentence Structure</b>	Contains complete, coherent, and varied sentence structure that has an effective and fluent style.	Contains complete and coherent sentences with some variety of sentence structure.	Contains coherent sentence structure with minimal sentence variety.	Contains incomplete and incoherent sentences.
<b>Word Choice</b>	Writer demonstrates effectiveness and variety of word choice. Elevated diction used throughout.	Writer demonstrates some variety of word choice. Grade level diction used throughout.	Writer demonstrates little variety of word choice. Lower level vocabulary used with some repetition present.	Writer failed to demonstrate word choice variety and uses a limited vocabulary that does not communicate strongly or capture the reader's interest.
<b>Transitions</b>	A variety of thoughtful transitions are used. They clearly show how ideas are connected and create a sense of "flow" for the reader.	Transitions clearly show how ideas are connected, but there is little variety. Transitional language could be expanded.	Some transitions work well; but connections between other ideas are unclear.	The transitions between ideas are unclear or nonexistent.
<b>Spelling</b>	There are no spelling mistakes.	There are 1-2 spelling mistakes.	There are 3-4 spelling mistakes.	There are more than 4 spelling mistakes.
<b>Grammar</b>	Consistently applies rules of sentence formation (avoids use of fragments or run-ons), capitalization, punctuation, subject-verb agreement, pronoun agreement, and verb tense.	There are minor issues with sentence formation (use of fragments or run-ons), capitalization, punctuation, subject-verb agreement, pronoun agreement, and verb tense.	There are several issues with sentence formation (use of fragments or run-ons), capitalization, punctuation, subject-verb agreement, pronoun agreement, and verb tense.	There are numerous issues with sentence formation (use of fragments or run-ons), capitalization, punctuation, subject-verb agreement, pronoun agreement, and verb tense which interfere with meaning.