

Rubric for Linguistics Research Paper

Project Criteria	Exemplary (+)	Proficient (check)	Unsatisfactory (-)
CLAIM	The claim is clearly stated in the first couple paragraphs and articulates a new idea in linguistics research.	The claim may be stated, but does not reflect a new idea in linguistics research.	There is no overtly stated claim.
SUPPORTS	The supports consistently reinforce the claim and follow the appropriate structure (topic sentence, example, explanation/analysis)	The supports generally follow the structure and consistently support the claim.	The supports don't follow the appropriate structure or do not support the claim.
ORIGINAL RESEARCH	The student engages in research that reveals something new from existing research.	The student has plans to research something new, but may not articulate how their research moves beyond existing research (although this may be evident to the reader)	There doesn't seem to be any way that the student is engaging in original research (they may be recreating someone else's research or not engaging in systematic research).
ANALYSIS OF SCHOLARSHIP	The student does a careful and close analysis of existing scholarship on the topic.	The student may have begun their research, but are missing many of the important articles that inform their topic.	The student doesn't seem to understand or find the important articles regarding their topic. The research seems superficial.
APPLIED THEORIES	The student appropriately applies the major theories of linguistics related to their topic.	The student may have applied theories to their topic, but does so inconsistently or superficially.	The student has a difficult time applying theories to their own research.
QUOTES	The student does an impressive job of framing quotes and paraphrases.	The student inconsistently frames quotes, but sometimes plops them in without framing.	The student typically plops quotes without context or framing.
COUNTERARGUMENT	The student thinks through counterarguments and presents solid rebuttals	The student recognizes some counter arguments, but may ignore others (or provides weak rebuttals).	Counter arguments or rebuttals are not addressed.

INTRO and TITLE	There is attention and effort made to make the title and introduction engaging.	The title and introduction are adequate, but lack flair.	The title and introduction are general and universal statements are made instead of specifics.
MLA	MLA style is consistently followed and there are minor (if any) errors with in-text citations and bibliography.	MLA style is generally followed although there are occasional errors in-text and in bibliography.	MLA style seems to be used haphazardly or another style is followed with in-text citations or bibliography.
ORIGINAL IDEAS	The student offers insightful and original ideas regarding the analysis of their research.	The student may offer some original ideas, but may miss other dynamics of the research that could be analyzed.	The student does not offer any original ideas from their research in relation to existing research.
EDITING	There are few editing errors. The paper is clean and easy to read.	There are some editing errors, but fewer than 3 per page.	The proofreading errors are distracting.
SOLUTION	The writer identifies a possible resolution, action, or solution as an extension of the research.	The writer may hint that there is further research to be done (or other action to be taken), but does not clearly articulate it.	The writer does not think about the implications of the research.