

Portland State University Library Rubric for Assessing Student Research Papers

	1	2	3	4
Topic statement and focus	A research objective cannot be identified	A research objective can be identified, but it is too broad or narrow for the length of the paper	A research objective can be identified and is appropriately focused for the length of the paper.	A research objective is clearly and concisely introduced and is appropriately focused for the length of the paper.
Information use and attribution	-Student doesn't support statements with citations to sources	-Student relies heavily on either direct quotes or paraphrasing to support position -Student occasionally fails to properly cite sources	-Student uses both paraphrasing and quotations to support position -Student occasionally fails to properly cite sources	-Student effectively integrates both paraphrasing and direct quotations to support position -Student appropriately cites all sources
Supports position with relevant, diverse sources	-Student does not use information at all to support their position in the body of the paper	-Few or no sources used are relevant to the topic -Student explores topic from only one point of view	-Some sources used are relevant to the topic -Student explores topic from more than one point of view, but with minimal discussion to support perspectives identified	-All of the sources used are relevant to the topic -Student explores topic from multiple points of view with discussion that supports perspectives identified
Information quality	-None of the sources used are sufficiently authoritative for the information need or bibliography does not provide enough information to evaluate	-Fewer than half of the sources used are sufficiently authoritative for the information need.	-More than half, but not all of the sources used are sufficiently authoritative for the information need	-All of the sources used are sufficiently authoritative for the information need