Essay / Research Question Rubric

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| Standards | Exceeds the Standards | Meets the Standards | Approaches the Standards | Comments |
| Multidimensionality  The main question does not have a readily answerable “Yes” or “No,” but addresses complex issues. The main question is followed by analysis that addresses addition sub-questions pertaining to the significance of the main question. Who/what/where/when/why questions are all used in analyzing the main topic. |  |  |  |  |
| Textual Support / Question Arising from the Text  There is evidence presented from various texts to support the topic. The question arises from a particular aspect of the main text(s). |  |  |  |  |
| Connections/Significance  The argument proceeding from the question has a wider significance that is addressed in the paper. The essay makes this wider significance clear. |  |  |  |  |
| Narrowing—General to Specific  The topic and question revolve around a specific aspect of the text(s) that are being examined. General statements and questions, if used, are complicated by more particular, in-depth concerns. |  |  |  |  |
| Deepening Understanding  The essay’s guiding question helps articulate some aspect of *Harry Potter* or its connections more deeply. By addressing the main question, the essay gives the reader a wider knowledge, understanding, and relevance of these connections. |  |  |  |  |
| Identifying Problems  The essay addresses greater problems that are beckoned by and move beyond the *Harry Potter* series, addressing these directly and in-depth. |  |  |  |  |