

Writing Intensive Course Research Paper Rubric (Draft)

Student Name: _____

Course Code/Name: _____ Instructor: _____

Performance Rating Scale:

| Points | Performance Descriptions |
|--------------------------|--|
| 2 Exceptional | Work meets or exceeds criterion at a high level of competence. |
| 1.5 Proficient | Work reflects an understanding of criterion with minor misunderstandings/misconceptions. |
| 1 Basic | Criterion partially met, but one or more important concepts/skills are missing or flawed. |
| .5 Unsatisfactory | Work reflects an attempt to meet criterion, but significant misunderstandings/misconceptions are apparent. |
| 0 Absent | Criterion not met or work is absent |

| Final Paper/Project Grading Criteria | Ratings | | | | |
|--|--------------------------------|---------------------------------|--------------------------|-----------------------------------|---------------------------|
| | <u>Exceptional</u> 2 points | <u>Proficient</u> 1.5 points | <u>Basic</u> 1 points | <u>Unsatisfactory</u> .5 point | <u>Absent</u> 0 points |
| Category I. Research Segment (30 possible points / 30% of Total Score) | | | | | |
| The research topic <i>fits course</i> and has been approved by the instructor. | | | | | |
| The writer remains focused on the <i>purpose</i> of the paper. | | | | | |
| The writer keeps the <i>scope of the paper</i> narrow enough to handle subject matter effectively. | | | | | |
| The writing is <i>coherent</i> , meaning “logically consistent”. | | | | | |
| The writing is <i>well-organized</i> . | | | | | |
| <i>Paragraphing</i> is appropriate with central points being made in each paragraph. This means that each paragraph includes a <i>clear topic sentence</i> . | | | | | |
| <i>Transitions</i> are used to make smooth connections between ideas. | | | | | |
| Research is drawn from the literature (i.e., peer-reviewed articles) and an in-depth analysis of at least <i>six (6) research articles</i> with no more than one non-juried/non-refereed Internet site being used. | | | | | |
| Body should be approximately 8-9 pages and <i>integrates research</i> . | | | | | |
| The <i>evidence</i> is accurate and contains a balance of both generalities and specifics (e.g., explanations, anecdotes, statistics, etc.). In an argument the <i>evidence</i> to support <i>each</i> position is reasonable. | | | | | |
| The writer supports <i>generalizations</i> effectively, using <i>vivid details</i> and <i>vivid examples</i> . | | | | | |
| The writer has chosen a topic in which each issue presented allows for <i>differences of opinion</i> . This difference is <i>clearly stated</i> . | | | | | |
| The Conclusion contains a <i>summary</i> of the findings and <i>possible recommendations</i> for future research. | | | | | |
| The writer has effectively used <i>quotation, summary, and paraphrasing skills</i> in providing information | | | | | |

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|---|--------------------------------|--|--|--|--|
| Overall the paper/project reflects <i>college level writing skills</i> . | | | | | |
| CATEGORY I – TOTAL POINTS _____ (30 possible) | | | | | |
| Category II. Critical Thinking (10 possible points / 10% of Total Score) | | | | | |
| The writer identifies and presents <i>clear issues</i> . | | | | | |
| The writer relies on <i>objective data</i> to support his /her final assertion or claim. | | | | | |
| The writer uses <i>sound reasoning</i> to support his/her final assertion or claim. | | | | | |
| The writer provides <i>enough information</i> for the audience to understand each argument in order to make thoughtful, critical decisions about the writer’s assertions or claims. | | | | | |
| The author <i>refrains from non-arguments or claims</i> without supporting evidence. | | | | | |
| CATEGORY II – TOTAL POINTS _____ (10 possible) | | | | | |
| Category III. Grammar and Mechanics (10 possible points / 10% of Total Score) | | | | | |
| Writing adheres to <i>APA style and form</i> (includes <i>Title Page</i> , page numbers, margins, etc). | | | | | |
| The paper is <i>free from grammatical errors</i> (e.g., dangling modifiers, subject-verb disagreement, verb tense shift, person shift, pronoun-antecedent disagreement, run-on sentences, comma splices, and diction errors). | | | | | |
| The paper includes the following: <ul style="list-style-type: none"> ◦ a complete, one paragraph Abstract of approximately 150 words ◦ a main idea/thesis statement which expresses the over-arching point of the research paper ◦ an attention-getter to capture the reader’s interest ◦ a brief Introduction that serves to establish the context of the topic in broad terms, states research questions (if applicable), and concludes with a clear “focusing statement” and an orientation to the main supporting sections of the paper (approximately 1 page). | | | | | |
| The Body of the paper contains <i>cited scholarly information</i> . | | | | | |
| The paper includes the following: <ul style="list-style-type: none"> ◦ a Conclusion that restates the thesis and summarizes the main findings from the review of the literature. (approximately ½ to 2 pages) ◦ a separate Reference Page that has cited all research sources correctly according to APA style. | | | | | |
| CATEGORY III – TOTAL POINTS _____ (10 possible) | | | | | |
| Total points from Categories I, II, and III | | | | | |
| Bonus! The writer uses <i>creative presentation methods</i> (e.g., table, figure, oral/visual presentation). (worth 5 extra percentage points in total score) | <i>Bonus Percentage Points</i> | | | | |
| FINAL GRADE | | | | | |