

Final Paper Rubric

Topic 15%	1 – Paper does not have a unified topic.	2 – The paper topic is too broad.	3 – The paper topic is slightly too broad.	4 – The topic is somewhat narrowed.	5 – The topic is appropriately narrowed
<p>5 – The paper not only has a question, but the question leads to research that will solve a problem. <i>OR</i></p> <p>The paper’s question is narrowly focused enough so that the reader can be certain of the paper’s goal. <i>OR</i></p> <p>The question is singular in nature—a goal expressed as a singular, simple question.</p>					
<p>4 – The paper has a fairly narrow topic, but the question only seeks to provide information. <i>OR</i></p> <p>The paper has a fairly narrow topic, but the question does not provide a clear expression of the writer’s goal. <i>OR</i></p> <p>The topic is fairly narrow, but it can be answered in many different ways.</p>					
<p>3 – The paper simply gathers information and is just a broad survey of the subject matter without a singular question to answer. <i>OR</i></p> <p>The topic AND the goal are not defined well enough to be clearly understood. <i>OR</i></p> <p>The topic is quite broad and is capable of being answered in a multitude of ways.</p>					
<p>2 - The topic has serious flaws: the answer can only be found in a single source; supporting evidence is difficult to find because: 1) no relevant facts can be found, or 2) you cannot find and use sources that are useful to the reader, or 3) the topic/question is based mainly on personal preferences, or 4) there are too many broad questions that cannot be answered within the paper.</p>					
<p>1 – Given the current state of knowledge, the question is too difficult, or cannot be reasonably answered. A different topic should be chosen.</p>					

Sources 15% (60 pt)	1 – No sources used and/or paper plagiarizes sources.	2 – Too few sources are used, or sources are inappropriate- ly used.	3 – Minimal number of appropriate sources are used. Integrates some sources well.	4 – Majority of sources reflect an appropriate level of scholarship.	5 – Uses appropriate academic resources. Integrates sources skillfully.
<p>5 – Paper uses sources from reputable academic publishers, articles from scholarly journals which are longer than five pages, primary sources, recent publications that reflect recent conversations on the topic, and credible internet sources. The writer skillfully interacts with sources: direct quotations are used discriminately, paraphrases and summaries are used most often. The writer interacts with source material so that s/he enters into the scholarly conversation.</p> <p>4 – Most sources used are from reliable academic resources. Writer shows skillful interaction with sources in most of the paper: direct quotations are used discriminately, paraphrases and summaries are used often. The writer enters into the scholarly discussion.</p> <p>3 – Some sources used are academic resources. Some of the paper includes skillful interaction with the source material: direct quotations are used discriminately, paraphrases and summaries are used in some of the paper. Sources are ineffectively synthesized (long chains of the same source, etc.). Writer does not effectively enter into the scholarly discussion of the topic.</p> <p>2 - Popular publishers, dubious web sources, short articles predominate the paper. Skillful interaction with the source material is rare in the paper. Quotations are used without proper interaction from the writer.</p> <p>1 – No sources are used in the paper.</p>					

Thesis 15% (60 pt)	1 – Paper lacks a thesis.	2 – The thesis is difficult to determine.	3 – The thesis is too broad or too narrow. May be descriptive rather than analytic.	4 – Paper has a focused thesis, but no engagement of critical thinking.	5 – Paper has a focused thesis that requires thoughtful support.
<p>5 – Paper has a focused thesis (central claim) that states the writer’s argument directly and succinctly. Critical thinking is required to support the thesis.</p> <p>4 – Paper has a focused thesis (central claim), but higher-level critical thinking is not required to support the thesis.</p> <p>3 – The thesis is either too broad or too narrow for the paper’s length. The central claim may describe methods (what the writer will do) instead of stating what the author will argue regarding the topic.</p> <p>2 - The thesis is difficult to identify, or multiple central claims can be found.</p> <p>1 – No thesis (central claim) can be found in the paper’s introduction.</p>					

Argumentation 20% (80 pt)	1 – Paper does not use reasoning, evidence, and interaction.	2 – Most of the paper does not utilize reasoning, evidence, and interaction.	3 – Some of the paper utilizes reasoning, evidence, and interaction.	4 – Most of the paper uses reasoning, evidence, and interaction.	5 – Reasoning, evidence, and interaction are used skillfully throughout the paper.
<p>5 – Argumentation supports the thesis with cogent reasoning, evidence, and proper interaction with sources throughout the paper.</p> <p>4 – Paper contains cogent reasoning, evidence, and proper interaction with sources in most of the paper. Writer does not respond or acknowledge alternate arguments against the thesis and therefore weakens their argument.</p> <p>3 – Paper contains cogent reasoning, evidence, and proper interaction with sources in some of the paper. Writer does not respond or acknowledge alternate arguments against the thesis and therefore weakens their argument.</p> <p>2 – Paper contains very little cogent reasoning, evidence, and proper interaction with sources. Unsubstantiated personal opinions are substituted for evidence.</p>					

1 – Paper contains no cogent reasoning, evidence, and proper interaction with sources. Paper fails to support the thesis with any argument.

Organization /Logical Development 12.5% (50 pt)	1 – No logical order evident.	2 – Major lapses in layout of ideas are evident.	3 – There is a logical progression, but some lapses are evident.	4 – There is a logical progression of ideas and argument, some minor issues are evident.	5 – Paper exhibits a logical progression of ideas and arguments creating a sense of flow.
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5 – Clear organization is evident on the micro and macro levels. Sections are arranged logically. Paragraphs utilize topic sentences and transitions.

4 – Sections are arranged logically. Most paragraphs utilize topic sentences and transitions.

3 – Sections are arranged in a somewhat logical order. Some paragraphs utilize topic sentences and transitions.

2 - Organization reveals serious flaws at the micro and macro level. Arguments may be repeated unnecessarily, ideas may be presented randomly (either by section or paragraph). Topic sentences and transitional statements are used rarely.

1 – Organization reveals serious flaws at the micro and macro level with no attempt to use signposting.

Mechanics 15% (60 pt)	1 – Fundamental errors in grammar. Shows no proof of editing.	2 – Errors in grammar interfere with understanding at times. Shows little proof of editing.	3 – Many grammatical errors evident. Shows little proof of editing.	4 – Some grammatical errors. Shows proof of editing.	5 – Very few grammatical errors. Shows proof of careful editing.
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5 – Few errors (perhaps 4–6) are detected.

4 – Some errors (several per page) are detected.

3 – Many grammatical errors detected per page and/or paper has occasional unintelligible sentences.

2 - Paper has more than one unintelligible sentence per page.

1 – Paper is unintelligible due to the amount and/or severity of grammatical errors.

Prospectus 7.5% (30 pt)	1 – Incomplete or totally missing elements.	2 – Elements incomplete (not enough sources, outline not detailed).	3 – Elements are complete but will not sufficiently cover the material.	4 – All elements present and adequate.	5 – All elements present and are more than adequate.
<p>5 – All elements of the prospectus are present and will be more than adequate to fulfill the requirements for the paper (good balance of sources between books and journal articles, high academic level of sources chosen, high level of detail on outline reveals sufficient research, etc.).</p> <p>4 – All elements of the prospectus are present and will be adequate to fulfill the requirements for the paper (good number of sources chosen, outline is detailed).</p> <p>3 – All elements of the prospectus are present but may be inadequate to fulfill the requirements for the paper (sources are not appropriately academic or balanced between books and journal articles, outline may be very shallow).</p> <p>2 - Some elements of the prospectus are incomplete (missing sources, inappropriate thesis statement, outline too shallow).</p> <p>1 – Some elements are completely missing from prospectus.</p>					