RUBRIC FOR RESEARCH PAPER EVALUATION

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|  | **Name:** | | | | | |
| **CRITERIA** | **5 pt. (100%)** | **4 pt. (80%)** | **3 pt. (60%)** | **2 pt. (20%)** | **1 pt. (10%)** | **0 pt. (0%)** |
| **Introduction:**  *Thesis statement and relevance to climate* | The writer introduces the topic (specific relevance to climate and skeptic claim). | The writer introduces the topic and its specific relevance to climate. No skeptic claim mentioned. | The writer introduces the topic but does not show relevance to climate or skeptic claim. |  |  | Reader has no idea what paper is about. |
| **Body:**  *Structure/Flow* | Consistently demonstrates a logical and coherent, easy to follow plan of organization. | Organization of the topic is mostly clear and logical. | There is a general flow of information and the order is somewhat logical. | There is a weak flow of information and the order is not very logical. | There is no real flow of information and the order is not logical. |  |
| **Science Content:**  *Coverage/Skepticism*  **(2X Score 10 pt.)** | Writer covers the content in depth w/o being redundant. Captures every key point. Skeptic would be convinced. | Writer covers the content in depth w/o being redundant. Captures most key points. Skeptic might reconsider. | Writer covers the content in general w/o being redundant. Captures some key points. Skeptic would not reconsider. | Writer does not fully cover the content. Misses most key points. |  | Writer misses every key point. |
| **Relation to Notes:**  *Level of connection to course notes*  **(2X Score 10 pt.)** | Relation to course notes is explicitly stated. Significant contentrelating to notes. | Relation to course notes is explicitly stated. Some contentrelating to notes. | Relation to course notes is not explicitly stated but can be inferred. |  |  | No relation to course notes explicitly nor inferred. |
| **Clarity of Writing:**  *Easy to understand or confusing?*  **(2X Score 10 pt.)** | Writing is clear and concise. Written in student’s own words. Very few spelling or grammar mistakes. | Writing is mostly clear and concise. Written in student’s own words. Very few spelling or grammar mistakes. | Writing is average. Mostly written in student’s own words. Some spelling or grammar mistakes. | Writing is below average. Many spelling or grammar mistakes. |  | **Plagiarism is rampant. If this box is checked, the student will get a ZERO for the research paper!** |
| **Conclusion:**  *What was learned?* | Writer makes precise conclusions and/or suggestions for further research. Obvious that writer learned from the research. | Writer makes some conclusions and/or suggestions for further research. Obvious that writer learned from the research. | Writer makes weak conclusions and/or suggestions for further research. Not obvious that writer learned from the research. |  |  | No obvious conclusions made. |
| **Source Citations** | Correct style within content. Works cited has no mistakes. | Mostly correct style within content. Works cited has no mistakes. | Mostly correct style within content. Works cited has a few mistakes. | Incorrect in-text citations. Works cited has no mistakes. | Incorrect in-text citations. Works cited has a few mistakes. | Incorrect in-text citations. Works cited has many mistakes or is missing. |
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| **# of Words**  Minimum 1000 | 900-999  -10% | 800-899  -20% | 700-799  -30% | 600-699  -40% |  | < 600  0 score for paper |