RUBRIC FOR RESEARCH PAPER EVALUATION

|  |  |
| --- | --- |
|  | **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. |
|  |  |  |  |  |  |  |
| **# of Words**Minimum 1000 | 900-999-10% | 800-899-20% | 700-799-30% | 600-699-40% |  | < 6000 score for paper |