

CONTENT RUBRIC

Aspects	10 Excellent	8 Satisfactory	4 Improvable	1 Insufficient
PURPOSE	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
CONTENT	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
ORGANIZATION	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
RESULTS	Compiles and rigorously organizes the study data and provides all requested figures and tables with quality.	Compiles and organizes the study data and presents all requested figures and tables.	Compiles the data but does not do so in an orderly manner and only presents half of the requested figures and tables.	Compiles the data erroneously and does not present the requested figures and tables to disseminate the results.
RESULTS INTERPRETATION	It is objective in the analysis of the data, observes the differences and similarities between them, can make inferences, and relates them to previous knowledge.	It is objective in the analysis of the data, observes the differences and similarities between them, has difficulties in making inferences, and relating them to previous knowledge.	It is objective in the analysis of the data, has difficulties in observing differences and similarities, does not make inferences, and does not relate them to previous knowledge.	It is not objective in the analysis of the data, does not relate them, does not make inferences, and does not relate them to previous knowledge.
CONCLUSION	Expresses ideas clearly and simply and responds to the proposed objective(s).	Expresses ideas clearly and simply and responds without rigor to the proposed objective(s).	Expresses ideas unclearly and simply and does not respond to the proposed objective(s).	Expresses ideas with difficulty and does not respond to the proposed objective(s).
USE OF REFERENCES	Compelling evidence from professionally legitimate sources and up to date is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources and up to date that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.

LAYOUT AND CLARITY RUBRIC

Aspects	4 Excellent	3 Satisfactory	2 Improvable	1 Insufficient
FEEL	The writing is compelling. It hooks the reader and sustains interest throughout. It tells a story.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
TONE	The tone is consistently professional and appropriate for an academic research paper.	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is not consistently professional or appropriate for an academic research paper.	The tone is unprofessional. It is not appropriate for an academic research paper.
SENTENCE STRUCTURE	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Errors in sentence structure are frequent enough to be a major distraction to the reader.
GRAMMAR, SPELLING, WRITING MECHANICS (PUNCTUATION, ITALICS, CAPITALIZATION, ETC.)	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure the meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
LENGTH	Paper is the number of pages specified in the assignment.			Paper has more pages than specified in the assignment.