**Grading Rubric – EAS 427 Project Paper**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Category** | **Exceeds Standard (4)** | **Meets Standard (3)** | **Nearly Meets Standard (2)** | **Does Not Meet Standard (1)** | **Failure** | **Score** |
| **Purpose (x2)** | Clearly and concisely states the paper’s purpose in a single sentence, which is engaging, and thought provoking. | Clearly states the paper’s purpose in a single sentence. | States the paper’s purpose in a single sentence. | Incomplete and/or unfocused. | Absent, no evidence |  |
| **Introduction** | The introduction is engaging, states the main topic and previews the structure of the paper. | The introduction states the main topic and previews the structure of the paper. | The introduction states the main topic but does not adequately preview the structure of the paper. | There is no clear introduction or main topic and the structure of the paper is missing. | Absent, no evidence |  |
| **Body (x2)** | Each paragraph has thoughtful supporting detail sentences that develop the main idea. | Each paragraph has sufficient supporting detail sentences that develop the main idea. | Each paragraph lacks supporting detail sentences. | Each paragraph fails to develop the main idea. | Not applicable |  |
| **Organization and Structural Development of the Idea (x3)** | Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. | Paragraph development present but not perfected. | Logical organization; organization of ideas not fully developed. | No evidence of structure or organization. | Not applicable |  |
| **Conclusion (x2)** | The conclusion is engaging and sums up what was gained through this assignment. | The conclusion restates the introduction and purpose. | The conclusion does not adequately summarize the findings. | Incomplete and/or unfocused. | Absent |  |
| **Mechanics** | No errors in punctuation, capitalization and spelling. | Few errors in punctuation, capitalization and spelling. | Many errors in punctuation, capitalization and spelling. | Numerous and distracting errors in punctuation, capitalization and spelling. | Not applicable |  |
| **Usage** | No errors in sentence structure and word usage. | Almost no errors in sentence structure and word usage. | Many errors in sentence structure and word usage. | Numerous and distracting errors in sentence structure and word usage. | Not applicable |  |
| **Citation** | All cited works, both text and visual, are done in the correct format with no errors. | Some cited works, both text and visual, are done in the correct format. Inconsistencies evident. | Few cited works, both text and visual, are done in the correct format. | Absent | Not applicable |  |
| **Bibliography**  (NOTE: Periodicals available on-line are not considered internet sites.) | Done in correct format; no errors. Includes more than 5 major references (e.g. science journal articles, books, but no more than three internet sites.) | Done in correct format with few errors. Includes 5 major references (e.g. science journal articles, books, but no more than three internet sites). | Done in correct format with some errors. Includes 4 major references (e.g. science journal articles, books, but no more than three internet sites). | Done in correct format with many errors. Includes 3 major references (e.g. science journal articles, books, but no more than three internet sites). | Absent or the only sites are internet sites. |  |
| **Appearance** | Attractive and useful figures and graphics, clear organization, readable and well-formatted. | Some figures, appropriate formatting. | Poorly organized and difficult to read; figures limited or of poor quality; lacking required formatting. | No organization, missing significant structural components; lacking required formatting; no figures. | Absent structure and organization |  |