**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 |  |