**Research Paper Grading Sheet**

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

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Grade** | **Component** | **Excellent**  **91-100** | **Good**  **71-90** | **Fair**  **46-70** | **Poor**  **0-45** |
|  | **Introduction & Thesis Statement**  **(IT)** | Introduction grabs the interest of the reader, introduces the context, and states the topic, thesis or problem statement, constribution, and all main points in order. | Introduction states topic, thesis, and all main points in proper order. Thesis is a clear and arguable statement of position. | Introduction states topic, thesis, and some main points. Thesis is somewhat clear. | There is no introduction of topic, thesis or main points. |
|  | **Citations**  **(CI)** | There are more than 5 reliable and meaningful sources listed in proper order and the proper  format. The literature review covers all relevant publications. All required information is included in proper format. | All sources are reliable and all information is included. Citations for most supporting evidence are included. | Resources are listed, but they are unreliable or the citations are not listed in proper format. | There is no works or wrong works cited. |
|  | **Quality of Information**  **(QI)** | Exceptionally well- presented and argued; ideas are detailed,  well-developed, supported with specific evidence, facts, and references, as well as examples and specific details. Statements and presented algorithms are evaluated in a systematic manner. | Well-presented and argued; ideas are detailed, developed  and supported with evidence and details, mostly specific. Statements are  evaluated in a  systematic manner. | Content is sound and solid; ideas are present but not particularly developed or supported; some  evidence, but usually of a generalized nature. Evaluation lacks detail. | Content is not  sound, lacks  evaluation. |
|  | **Presentation & Form**  **(PF)** | Well-planned and well-thought out. Includes title, introduction, related work, presentation of main ideas, evaluation, discussion, and conclusion. Line of thought is clearly identifiable. Excellent grammar, spelling, syntax and punctuation. Sentences are clear and varied in pattern. Terminology is used correctly. | Good overall organization, includes main structural points. Line of thought is mostly clear. A few errors in grammar, spelling, syntax and  punctuation, but not many. Sentences are clear but may lack variation; a few may be awkward. Mostly correct terminology. | There is a sense of structure, some parts are weak or missing. Shows a pattern of errors in spelling, grammar, syntax  and/or punctuation. Could also be a sign of lack of proof-reading.  Sentences are  generally clear but may have awkward structure or unclear content. Terminology partly wrong. | No sense of  organization. Continuous  errors, Sentences aren’t clear. Wrong terminology. |
|  | **Layout**  **(LA)** | Properly laid out article. Matching the template. | Layout has minor issues (linebreaks, misplaced figures, …), but is generally acceptable and matching the template. | Template is modified or layout obstructs paper flow and understanding. | Template not used or heavily modified. Messy layout that is hard to follow. |

Final Grade =