

Course Name : _____

Course Instructor Name : _____

Signature : _____

Student Name : _____

Assignment Assessment Rubric (with Literature Review & Data Analysis Component)

| | Excellent (80-100%) | Good (65-79%) | Moderate (40-64%) | Poor (0-39%) | Comments (Score) |
|---|--|---|--|---|------------------|
| Part 1: Literature Review and Text Exploration (85%) | | | | | |
| Topic Selection [Scope of paper must be relevant to topic.] [10%] | Topic of the paper is clearly defined. Research focus has been narrowed by specific criteria. The state-of-the-art may be clearly given within the paper's length. | Topic is specific enough that the student can give proper treatment within the given length. Student may still need to narrow the focus by applying specific criteria to eliminate unnecessary information. | Student has narrowed the topic somewhat. Further research may lead to a better topic selection. | Topic is very general and has no focus. Scope of the paper is so broad it is impossible to give proper treatment within the given length. | (/) |
| Overall Content [Abstract, Motivation, Scenario, Conclusion, Entire idea] [30%] | Contents are comprehensively reported in each section well connected to reflect the idea. | Contents are reported in each section, but lack of flow or connections to support the idea. | Contents are somehow provided, but lack of connections with the topic. | Contents reported are scattered and unrelated. Contents are not original. | (/) |
| Literature [Related Methods] [15%] | Excellent selection of relevant papers is reviewed, from seminal early works to the latest current developments. The articles reviewed are clearly inter-related and build upon each other to show how we have progressed to the current state-of-the-art. | A good general review of the related works is included, covering most of the seminal early papers and the most relevant current papers. Papers reviewed are cohesive and inter-related. | Related works reviewed had some relation to each other and to the chosen topic. Keyword search may need to be refined. | Related works reviewed are scattered and unrelated. | (/) |
| Text Exploration [30] | Thorough explorations performed, with discussions that support the topic/idea. | Explorations performed, however lacking good discussions. . | Simple explorations conducted, with unclear connection to the topic. | Does not perform explorations. | (/) |
| | | | | | |

| Part 2: Writing Style (10%) | | | | | |
|--|---|--|---|---|-------|
| Organization [Content Organization] [5%] | Ideas are arranged logically to support the purpose of the paper. Paragraphs contain one topic sentence, and supporting sentences clearly flow from one to the other. Paragraphs also are clearly linked to each other. The reader can easily follow the paper. | Writing is logically organized to support the central purpose. Paragraphs contain only one main idea, with each paragraph supporting the others. The reader can follow the structure of the paper and understands the writer's intentions. | In general, writing is logically organized. Occasionally paragraphs contain more than one main idea or contain sentences unrelated to the main idea. Some support and flow among paragraphs. Reader has a fairly clear idea of what the writer intends. | Writing is not logically organized. Paragraphs lack topic sentences and may contain more than one major idea. Paragraphs and sentences do not support each other. | (/) |
| Grammar, spelling, punctuation [5%] | Writing is free or almost free of errors. | There are occasional errors, but they are not too distracting and do not obscure the meaning of the sentence. | Paper has many distracting errors. Perhaps some editing did occur. | There are so many errors the meaning is obscured. Student obviously did not proofread the paper at all. | (/) |
| Part 3: Sources (5%) | | | | | |
| Use of References [2%] | Compelling evidence from legitimate sources are given. Attribution is clear and fairly represented. | Professionally legitimate sources are generally present, and attribution is, for the most part, clear and fairly represented. Student made a good effort at citing sources. | Although attributions are occasionally given, many statements seem unsubstantiated. Sources of information are unclear. | Student failed to cite sources. Very few references given throughout paper, even though the content clearly did not originate from the student. | (/) |
| Quality of References [3%] | References are primarily peer-reviewed professional journals or other approved sources. Reader is confident that information and ideas can be trusted. | Majority of the references cited are from peer-reviewed sources. Accuracy of some sources may not be verifiable but are generally regarded as legitimate. Minimal use of Wikipedia. | Most of the references are from sources that are not peer-reviewed. Accuracy of the material is unable to be substantiated. | Virtually no professionally reliable sources. Random websites with no qualifications are references. The Wikipedia appeared to be the only source. | (/) |

Comments:

Total Score: _____ / 100