PHYS 4195W Assessment Rubric for Research Project Abstract

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|  |  | **Fully achieved**  **3 points** | **Partially achieved**  **2 points** | **Minimally achieved**  **1 point** | **Not achieved**  **0 points** |
| **1a** | Content | Demonstrates full grasp of physics behind the research. | At ease with physics behind the research. | Uncomfortable with physics behind the research. | No grasp of physics behind the research. |
| **1b** | Motivation | Demonstrates full grasp of context and motivation behind the research. | At ease with context and motivation behind the research. | Uncomfortable with context and motivation behind the research. | No grasp of context and motivation behind the research. |
| **1c** | Subject Knowledge | Writing is confident and clearly focused, and holds the reader’s attention. Relevant details enrich writing. | Writes related, quality paragraphs, with some details. | Writing does not clearly communicate knowledge; reader is left with questions. | Writing is very limited in communicating knowledge, with no central theme. |
| **2a** | Organization | Writing includes a strong beginning, middle and end, with clear transitions and a focused closure. | Uses correct writing format; incorporates a coherent closure. | Writing is confused and loosely organized; transitions are weak and closure is ineffective. | Writing is disorganized and underdeveloped, with no transitions or closure. |
| **2b** | Referencing | Internal and external referencing effective and complete, using proper standards. | Many internal and external references, mostly using proper standards. | Few internal and external references, inconsistency in referencing standards. | No internal and external references. |
| **3a** | Vocabulary | Employs effective and engaging word choice. | Employs varied word choice, makes writing interesting. | Employs some varied word choice. | Careless or inaccurate word choice, which obscures meaning. |
| **3b** | Voice | Writes with a distinct voice; writing is well adapted to the audience. | Writes with some voice, and with some understanding of a specific audience. | Writers’ voice shows that sense of audience is vague. | Writers’ voice shows no sense of audience. |
| **3c** | Fluency | Consistent variety of sentence structure throughout writing. | Uses simple compound and complex sentences. | Limited variety in sentence structure; some fragmentation. | No variety in sentence structure; regular fragmentation. |
| **3d** | Conventions | Consistent, effective and creative use of spelling; no errors in mechanics. | Applies basic spelling well; few errors in mechanics. | Some spelling mistakes; some errors in mechanics. | Bad spelling; frequent errors in mechanics. |