

# REPORT RUBRIC

## From the syllabus

At the end of each of Units 1, 2, and 3 you will select a paper from ApJ, ApJL, A&A, Solar Physics, Nature, or Science published in the previous 5 years which addresses any of the topics discussed in the Unit. Using this you will prepare a short report detailing

1 typed page

(i) The question being studied in the paper, (1/3 page)

(ii) The proposed data and method of study, (1/3 page)

(iii) The main result of this paper (1/3 page)

1 typed page

(iv) A typical analytical CUME question using this paper, and your proposed solution and grading scheme. (1 page)

We will discuss and agree on a grading rubric at the end of Unit 1. Half of the marks awarded will be my grading on your individual project using this rubric. You will also all grade each other's work using the rubric, and the other half of your marks will be the average of the grades you get from the other students.

I will grade your entire report using the following grading rubric. Note the details of the *component* tells you what I am looking for in each case. The 'W' column is the weighting of each component. With a maximum of 4 for each component this adds up to 60 marks for your report. This will then be divided by 12 and contribute to 5% of your final grade for this course.

You will find a detailed rubric and then a blank rubric. I will complete the blank rubric for each student's report, and this will be your formative feedback.

The second rubric is the one you will use to grade the CUME questions. This will be peer evaluated according to this rubric. A spreadsheet containing your peer's anonymous evaluations will be your second form of formative feedback.

Student Name \_\_\_\_\_

Unit Number \_\_\_\_\_

Report (5%) \_\_\_\_\_ (Instructor grade)

CUME question (5%) \_\_\_\_\_ (Peer evaluated grade)

Total (10%) \_\_\_\_\_

# REPORT RUBRIC

	4	3	2	1	
COMPONENT	Exemplary	Accomplished	Improving	Poor	W
TOPIC how this paper is related to the Unit content	Clear and complete description	Somewhat lacking in clarity, relevance or detail	Lacking in two of clarity, relevance or detail	Lacking in clarity, relevance and detail	3
ORGANIZATION how the report is structured	Split into 4 sections described in syllabus. 1 complete side on part (iv). Appropriate content in each section. Sharp sense of beginning and end of each section	All sections present but too much detail in some sections or some overlap.	Text in incorrect sections, missing, or blended with others.	Some sections missing entirely.	3
QUALITY content of the report	All details relevant to those requested in the syllabus. No superfluous , 'filler', or incorrect information	Some irrelevant details, or incorrect information in one section of the report	Sketchy description or incorrect details in more than one area.	Content unrelated to that requested in syllabus, or completely unclear	3
GRAMMAR AND SPELLING	No errors	One or two errors	three or four errors	Many errors	1

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	4	3	2	1	
COMPONENT	Exemplary	Accomplished	Improving	Poor	W
INTEREST ability to convey enthusiasm	Vivid and varied use of text to convey the message of the paper. Makes me want to read this paper in more detail	Report contains good level of enthusiasm. I will certainly look at the abstract, figures and conclusions.	Description bland and uninteresting . I may glance at the title and one of two figures.	I will not read this paper	2
TIMELINESS	On time	A few days late but let me know why this is in advance	A few days later with reason provided afterwards	More than two days late, or no reason as to why it is late	1
CUME question	Only one missed from cume checklist. Good grading scheme	Two missed from CUME checklist or grading scheme insufficient	Three missed from CUME checklist, or poor grading sheme	More than three missed from CUME checklist or no grading scheme present	2

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	4	3	2	1	
COMPONENT	Exemplary	Accomplished	Improving	Poor	W
TOPIC how this paper is related to the Unit content					3 X __ = _____
ORGANIZATION how the report is structured					3 X __ = _____
QUALITY content of the report					3 X __ = _____
GRAMMAR AND SPELLING					1 X __ = _____
INTEREST ability to convey enthusiasm					2 X __ = _____
TIMELINESS					1 X __ = _____
CUME question					2 X __ = _____

STUDENT NAME:

UNIT NUMBER:

SCORE: