

Assessment Rubric for Course Paper

	Content (20%*)	Organization (20%)	Source Use and Documentation** (20%)
Highly Successful	Exceeds expectations for paper and thoughtful responses in cover sheet. Interesting and sophisticated ideas are expressed clearly, developed with sufficient detail, and supported with relevant evidence: Contains clear descriptions of experiences with concrete language and details . Refers to at least two different relevant concepts or theories . Describes, defines, & summarizes theories/concepts clearly for the target audience and explicitly connects them to own (and/or other learners') experiences.	Follows a 3-part structure (intro–body–conclusion). Readers can easily identify the writing purpose and follow the logical flow of ideas . Main idea is clearly stated in a thesis statement and developed in paragraphs that are unified with topic sentences . Logical connectors are used successfully to enhance the flow of ideas within and across paragraphs.	Cites at least three different relevant and appropriate sources. Others' views are represented fairly and accurately and balanced with own ideas . Quotations (and paraphrases, as needed) are framed with introductory statements and explanations, are very well selected , and are not overused . No material has been plagiarized : Citations and appropriate signal verbs are used with words and/or ideas from other sources; quotation marks and page or paragraph numbers are used with others' words. Reference list includes all/only the sources cited in the paper.
Mostly Successful	Generally meets assignment expectations . Interesting ideas are expressed clearly, though development and support may occasionally be limited. Descriptions of experiences are clear enough for the reader to follow. Refers to at least two different relevant concepts or theories. Most attempts to describe / define / summarize theories and concepts are sufficient for the target audience, though more clarity may be needed in places. Connections are made between theoretical concepts and own/learner experience.	Follows a 3-part structure. The writing purpose is generally clear. Main idea is stated, though it may not flow smoothly from the ideas in the introduction. Thesis statement may be somewhat broad/lack specificity. Paragraphs are generally unified and relevant to the thesis, though some topic sentences may lack clarity. Logical connectors are used mostly successfully to enhance the flow of ideas within and across paragraphs, but there may be a few inappropriate uses.	Generally includes a balance of own ideas with source material, with minor problems with a few of the things listed above, though no material has been plagiarized . Some quotations or paraphrases may not be appropriately framed.
Limited Success	Somewhat meets assignment expectations . Ideas are generally clear but may be lacking in originality, development, and/or support. May refer to only one relevant concept or theory. Key concepts are not adequately explained or defined. Connections between theoretical concepts and experiences are unclear. May include some irrelevant content.	Clear attempt at a 3-paragraph structure, but introduction or conclusion may be missing expected elements. Purpose may not be clear in places. Thesis statement is attempted but may not be successfully formulated. Some paragraphs lack needed topic sentences or contain irrelevant ideas. Logical connectors are noticeably over- or underused and often inappropriately chosen, disrupting the logical flow of ideas.	Attempts to integrate source material but with several problems. Source of some ideas may be unclear. Some ideas may be misrepresented. Quotations / paraphrases may not be appropriately framed. Quotations may be overused or inaccurate. May overly rely on source material with little of own voice. Some citations may be missing information. Reference list may be missing one or more items or may contain an item(s) not cited in the paper.
Unsuccessful	Doesn't meet assignment expectations . May be missing one or more required element. Writing is characterized by undeveloped, unclear ideas that are not relevant to the task or connected to the sources.	Difficult to identify structure, main idea, or purpose. No discernible thesis statement. Choppy text lacking in unity. Inappropriate use or complete lack of logical connectors	Frequent severe problems, such as misrepresentation of ideas, lack of voice markers, complete lack of framing for quotations. Citations and reference list may be entirely missing or missing key information. OR some material has been copied from a source with no quotation marks (i.e., inadvertently plagiarized).

	Language Use (15%)	Formatting (10%)	Revision (15%)
Highly Successful	Nearly free from errors in word form, word choice, verb tenses, agreement, pronoun use, and sentence structure; may have some minor errors that don't affect comprehensibility of the text. Appropriate style for audience and purpose. Excellent range of vocabulary.	Polished-looking paper that has followed all the formatting guidelines for this specific assignment and this course. Citations and references are nearly all correctly formatted according to APA style, with only very minor errors.	Feedback on drafts has been appropriately used to make revisions that successfully address all of the noted problems. Additional revisions (if any) clearly improve the paper and are explained well in the cover sheet .
Mostly Successful	Noticeable errors in word form, word choice, verb tenses, agreement, pronoun use, and/or sentence structure, but errors rarely impact comprehensibility of the text. Style is generally appropriate for audience and purpose. Good range of vocabulary.	Paper generally follows formatting guidelines, with some minor errors. Noticeable formatting errors in citations or reference list, though enough information is provided for readers to identify and locate the sources.	Feedback on the drafts has been used to make revisions that generally address the noted problems. Additional changes generally improve the paper and are explained in the cover sheet, though explanations may lack development. Though there is overall improvement, some revisions may be less successful than others.
Limited Success	Frequent errors in grammar or word choice. Errors at times affect readability and/or comprehensibility of the text. May have some noticeable issues with style. Somewhat limited range of vocabulary.	Several of the paper formatting guidelines have not been followed (e.g., incorrect spacing, font size, or margins; missing page numbers). Several formatting errors in citations or reference list, including some that make it difficult for readers to identify or find the source.	Many of the issues noted in the feedback have not been successfully addressed. Few additional changes have been made OR additional changes do little to improve the paper. Little to no explanation of revisions is given in the cover sheet.
Unsuccessful	Frequent and serious errors in word use, sentence structure, and other grammatical features that severely interfere with comprehensibility. Distracting irregularities in style. Very limited range of vocabulary.	Most formatting guidelines have not been followed for the paper and for citations and references.	Feedback on drafts has not been used—the same errors or problems noted there are repeated here. If other changes are made, they are relatively minor and are not explained in the cover sheet.

NOTES

* Percentages refer to the approximate relative weighting of the elements and their impact on your grade.

**If you have significantly plagiarized sources, your final paper grade will be an F.