

Research Paper and Report Rubric GEOL 332: Sedimentary Geology

Written Report Assessment Template, Compiled and presented by the NAGT Assessment Using Rubrics Workshop <http://serc.carleton.edu/NAGTWorkshops/assess/rubrics.html> accessed 10 Sept. 2015.

Criteria	Distinguished	Proficient	Basic	Unacceptable
ANY EVIDENCE OF ANY SOURCE OR QUOTATION NOT CITED--0 FOR ENTIRE PAPER				
Thesis or Statement of Purpose	Readily apparent to the reader; concisely stated in a single sentence, which is engaging, and thought provoking.	Clear but may sometimes digresses in the paper; stated in a single sentence.	Not consistently clear; stated in a single sentence.	Generally unclear; Incomplete, unfocused, or absent.
Introduction	Relevance of topic to class or audience is apparent. The groundwork for paper easy to predict because important topics that will be discussed are specifically mentioned.	A good attempt is made as to why the topic is pertinent but may be slightly unclear, or lacking in insight or originality. Organization for rest of the paper stated.	May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.	There is no reference to the topic, audience, or relevance.
Content	Clear examples to support specific topic sentences and to support the overall purpose; reader gains important insight; analysis poses novel ways to think of the material; quoted material well integrated; depth of coverage without being redundant.	Examples support most topic sentences and support general purpose; reader gains some insight; occasional evidence of novel ways to think about the material. Quotes well integrated into sentences. Topics adequately addressed but not in the detail or depth expected.	Examples support some topic sentences; reader gains little insight; The essay shows little of the writer's own relying instead on quotes and paraphrasing that are poorly connected. Examples support some topic sentences; no evidence of novel thinking and intermittent support of thesis through with evidence.	The essay relies on stringing together quotes or close paraphrasing; Failure to support statements with major content omitted; Quotes not integrated, improperly.

Organization	The ideas are arranged logically to support the purpose. Transitions link paragraphs. It's easy to follow the line reasoning. Subheadings are used throughout the paper allowing the reader to move easily through the text. Paragraphs have solid topic sentences.	The ideas are arranged logically to support the central purpose. Transitions usually link paragraphs. For the most part, the reader can follow the line of reasoning. Subheadings are used throughout the paper to guide the reader without undue confusion; a few paragraphs without strong topic sentences.	In general, ideas are arranged logically, but sometimes ideas fail to make sense together. The reader is fairly clear about what writer intends. While subheadings are used, the content beneath them does not follow; many paragraphs without topic sentences.	Ideas are not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning. Subheadings not used. Few or no topic sentences.
Tone for an academic research paper.	Consistently professional and appropriate.	Generally professional and appropriate.	Not consistently professional or appropriate.	Not professional or appropriate.
Sentence Structure	Sentences are well-phrased and varied in length and type. They flow smoothly from one to another with no run on sentences or comma splices.	Sentences are correct with minor variety in length and structure. The flow from sentence to sentence is generally smooth although some run on sentences are present.	Some sentences are awkwardly constructed so that the reader is occasionally distracted. Run on sentences are present or Short, simple and compound sentences prevail.	Errors in sentence structure are frequent enough to be a major distraction to the reader. Run-ons and fragments common.
Word Choice	Word choice is consistently precise and accurate. The writer uses the active voice.	Word choice is generally good. The writer often finds words that are more precise and effective. Unnecessary words are occasionally used.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately; unnecessary words are fairly common.	Many words are used inappropriately, confusing the reader. It is difficult for the reader to understand what the writer is trying to express.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.	Essentially free of grammatical errors; The writing is free or almost free of errors.	A few grammatical errors; There are occasional errors, but they don't represent a major distraction or obscure meaning.	Several grammatical errors; The writing has many errors, and the reader is distracted by them.	Pattern of ungrammatical writing; There are so many errors that meaning is obscured. The reader is confused and stops reading.

Conclusion	The writer makes succinct and precise conclusions based on the review of literature. Suggestions for future research offered.	Some of the conclusions, however, are not supported. Suggestions for future research offered.	Some of the conclusions, however, are not supported; weak or trite suggestions for future research.	There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the literature; no suggestions for future research.
Reference Quality	References are primarily peer reviewed professional journals or other approved sources; Numerous relevant scholarly sources (and primary sources, where available and appropriate) demonstrating extensive, in-depth research; little reliance on tertiary sources.	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines). Several relevant secondary sources, revealing adequate research.	Most of the references are from sources that are not peer reviewed and have uncertain reliability. Several relevant secondary sources, more than one tertiary source; some facts not referenced; displays minimal effort in selecting quality sources.	There are virtually no sources that are professionally reliable. Over-reliance on tertiary sources; spotty documentation of facts in text.
Citation Format	APA, MLA or other approved format is used accurately and consistently in the paper and on the "References" page. The references in the list match the in-text citations and all were properly encoded in APA or MLA format.	APA MLA or other approved format is used with minor errors. Some formatting problems exist, or some components are missing. There are no more than one or two citation errors.	There are several errors in APA MLA or other approved format. Format. References or Works Cited list were not cited in the text.	Format of the document is not recognizable as MLA or other approved format; References or Works Cited list were not cited in the text. There is a pattern of citation errors.
Length	Number of pages specified in the assignment.	Number of pages specified in the assignment.	Without approval paper has more or fewer pages than specified.	Without approval paper has more or fewer pages than specified.