

Chem 002 “Rubric” (Scoring Guide): Paper - Clarity

<i>Criteria to be assessed</i>	Exemplary, beyond expectations	Acceptable, accomplishes task	Partial Success, revision needed	Engaged Task w Little Success, Needs Work
Format & Neatness: out of 8 pts	<ul style="list-style-type: none"> •Followed expected format, included title page, all sections were clearly evident. •Paper is neat and legible. Font is easy to read. •Page numbers with last name are included. •Paragraphs are concise and double spaced. <p style="text-align: right;">8 pts</p>	<ul style="list-style-type: none"> •Followed expected format, included title page and all sections, though sections may not be clearly evident. •Paper is generally neat and legible. Font is easy to read. •Page numbers with last name are included. •Paragraphs are generally concise and double spaced. <p style="text-align: right;">7.5 pts</p>	<ul style="list-style-type: none"> •Did not follow expected format, but format was evident. Title page was not included. •Paper is somewhat neat and legible. Font may be difficult to read. •Page numbers are included, though name may not be included. •Paragraphs are extended beyond one thought and/or not double spaced. <p style="text-align: right;">6.5 pts</p>	<ul style="list-style-type: none"> •No identifiable format. •Paper is difficult to read due to neatness or illegibility. Font may be difficult to read. •Page numbers are not included. •Paragraphs are extended beyond one thought and not double spaced. <p style="text-align: right;">0-5 pts</p>
Logical Presentation (Organization & Coherence): out of 9pts	<ul style="list-style-type: none"> •Clearly stated thesis/ main idea. •Shows careful reading of sources and evaluates them. •Provides detailed analysis beyond a summary of the paper. •Defines terms accurately. •Clear organization of ideas that follows a natural flow of ideas. •Uses varied and sophisticated transitional devices. •Each paragraph is clearly related to the paper’s central idea and guides the reader through the progression of ideas. <p style="text-align: right;">9pts</p>	<ul style="list-style-type: none"> •Clearly stated thesis/ main idea, may have minor lapses in development. •Shows careful reading of sources, but may not evaluate them. •Provides insight beyond a summary of the paper. •Attempts to define terms, not always successfully. •Clear organization of ideas (e.g., may move from least important to most important idea). •Uses fairly sophisticated transitional devices. •Each paragraph clearly related to the paper’s central idea. <p style="text-align: right;">8pts</p>	<ul style="list-style-type: none"> •Presents central idea in general terms. •Shows basic comprehension of sources, perhaps with lapses in understanding. •Provides a limited summary of the paper without any analysis. •Does not define all terms, or uses nontechnical definitions. •Organization of ideas seems random or illogical. •Uses transitions, but they seem to be sequential as opposed to logical. •Paragraphs may not all relate to the paper’s central idea. <p style="text-align: right;">6.5pts</p>	<ul style="list-style-type: none"> •Does not have a clear central idea and/or does not respond appropriately to the assignment. •Shows limited or no understanding of sources. •Does not provide a summary or any type of analysis of the paper. •Does not define terms, or uses incorrect definitions. •Organization of ideas seems completely random or illogical. •Uses few or inappropriate transitions. •Paragraphs do not seem to relate to the paper’s central idea at all. <p style="text-align: right;">0-5 pts</p>
Style (Ease of Reading): out of 9pts	<ul style="list-style-type: none"> •Sentence style is appropriate for purpose of paper and audience. •Chooses words for their precise meaning and uses an appropriate level of specificity. •Sentences are varied yet clearly structured. <p style="text-align: right;">9pts</p>	<ul style="list-style-type: none"> •Sentence style is appropriate for purpose of paper and audience. •Generally uses words accurately, but may sometimes be too general. •Sentences generally well structured and focused, though some may be awkward. <p style="text-align: right;">8pts</p>	<ul style="list-style-type: none"> •Sentence style is generally appropriate for the purpose of the paper and audience, but may lapse into an informal style. •Uses relatively vague or general words, may use some terms inappropriately. •Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive or confusing. <p style="text-align: right;">6.5pts</p>	<ul style="list-style-type: none"> •Sentence style is too informal for purpose of paper and audience. •May be too vague and abstract or misuses words. •Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive or confusing. <p style="text-align: right;">0-5 pts</p>
Mechanics (Spelling, Grammar & Punctuation): out of 9pts	<ul style="list-style-type: none"> •Almost entirely free of spelling, punctuation and grammatical errors, the understanding of the reader is not impeded. <p style="text-align: right;">9pts</p>	<ul style="list-style-type: none"> •May contain a few grammar errors, which may annoy the reader but do not impede understanding. <p style="text-align: right;">8pts</p>	<ul style="list-style-type: none"> •Contains several mechanical errors, which may temporarily confuse the reader but do not impede the overall understanding. <p style="text-align: right;">6.5pts</p>	<ul style="list-style-type: none"> •Contains so many mechanical errors that the reader is unable to follow the connections between one sentence and the next. <p style="text-align: right;">0-5 pts</p>
-> Descriptors for each level of performance <-				

Content Points: _____ **out of 35 points**

Clarity Points: _____ **out of 65 points**

Total Points: _____ **out of 100 points**

Late? _____ **(-4 points per day not to exceed 20points)**

Overall Score: _____

Student’s Name: _____

Section #: _____ **Initials of TA:** _____

Chem 002 “Rubric” (Scoring Guide): Paper - Content

<i>Criteria to be assessed by performance</i>	Exemplary, beyond expectations	Acceptable, accomplishes task	Partial Success, revision needed	Engaged Task w Little Success, Needs Work
Title Page: out of 5pts	<ul style="list-style-type: none"> •Title is descriptive and unique. •Title page includes TA’s full name, the correct section number and the date. •Title page is a separate cover page and the format is visually appealing. 5pts 	<ul style="list-style-type: none"> •Title is unique. •Title page includes some form of TA’s name, the section number and the date. •Title page is a separate cover page and in an acceptable format. 4.5pts 	<ul style="list-style-type: none"> •Title is quite similar to the original article. (Summary of “x”). •Title page includes some form of TA’s name or the section number and the date. •Title page is not a separate cover page. 3.5pts 	<ul style="list-style-type: none"> •Title is generic (the name of the paper) or nonexistent. •Title page is missing TA’s name, section number, or date. •Title page is not included at all. 0-3 pts
Introduction: out of 10pts	<ul style="list-style-type: none"> •Includes title of article reviewed and names of at least two experimenters. •Includes detailed information about locust life cycle (i.e., solitary vs. gregarious). •Includes detailed information about locust plague effects (e.g., demographics, countries affected, etc.). •Gives very detailed overview of experiment. •Explains why the experiment is innovative and its impact on science. 10pts 	<ul style="list-style-type: none"> •Includes title of article reviewed and name of at least one experimenter. (e.g., Anstey, et al.) •Includes information about locust life cycle (i.e., solitary vs. gregarious). •Includes information about locust plague effects (e.g., demographics, countries affected, etc.). •Gives detailed overview of experiment (e.g., methods used for stimulation, testing of agonists, etc.). •Explains why the experiment is innovative. 9pts 	<ul style="list-style-type: none"> •Includes title of article reviewed or names of experimenters. •Includes a limited amount of information about locust life cycle. •Includes a limited amount of information about locust plague effects. •Gives a limited overview of experiment. •Tells that the experiment is innovative, but does not explain. 7.5pts 	<ul style="list-style-type: none"> •Does not include title or names of experimenters. •Includes only a mention of locust life cycle. •Includes only a mention of locust plague effects. •Gives a vague overview of experiment. •Does not mention that the experiment was innovative.
Experimental: out of 15pts	<ul style="list-style-type: none"> •Gives a detailed overview of at least two experiments described in the article. •Discusses in detail the methods used to determine the effects of serotonin via the thoracic and cephalic pathways. •Discusses in detail the control measures taken. •Discusses in detail the different measures taken to monitor the experiments. 15pts 	<ul style="list-style-type: none"> •Gives a detailed description of one of the experiments described in the article. (e.g., variations based on stimulation). •Discusses the methods used to determine the effects of serotonin via the thoracic and cephalic pathways. •Discusses the control measures taken. •Discusses how the experiment was monitored. 13.5pts 	<ul style="list-style-type: none"> •Gives an overview of at least one experiment described in the article. •Mentions that the effects of serotonin were determined via two pathways. •Mentions that control measures were taken. •Mentions that the experiment was monitored. 11.5pts 	<ul style="list-style-type: none"> •Gives a vague overview of the experiments with no real understanding of the material. •Does not mention that the effects of serotonin were by way of 2 separate pathways.. •Does not mention the control measures that were taken. •Does not mention that the experiment was monitored. 0-9pts
Results & Discussion: out of 15pts	<ul style="list-style-type: none"> •Discusses in detail the experimental results in an orderly manner. •Gives a detailed overview of the material presented in the graphs. •Gives a detailed overview of the authors’ results and discussion. 15pts 	<ul style="list-style-type: none"> •Discusses the experimental results in an orderly manner. •Gives an overview of the material presented in the graphs. •Gives an overview of the authors’ results and discussion. 13.5pts 	<ul style="list-style-type: none"> •Discusses the experimental results, but they are difficult to follow. •Mentions the material presented in the graphs without explaining the implications. •Mentions the authors’ results or their discussion. 11.5pts 	<ul style="list-style-type: none"> •Does not discuss the experimental results. •Mentions the there are graphs without explaining the material presented or does not mention the graphs at all. •Does not mention the authors’ results or their discussion. 0-9pts
Conclusion: out of 15pts	<ul style="list-style-type: none"> •Gives a detailed analysis of the article and the data provided. •Provides an example of future implications for this work using examples from the article where it pertains. •Gives an opinion of the article using examples from the article to support opinion. 15pts 	<ul style="list-style-type: none"> •Gives an analysis of the article or the data provided. •Provides a detailed example of future implications for this work. •Gives a definite opinion of the article. 13.5pts 	<ul style="list-style-type: none"> •Gives an overview of the article or the data provided. •Provides an example of future implications for this work. •Gives a vague opinion of the article. 11.5pts 	<ul style="list-style-type: none"> •Gives a limited overview of the article or the data provided or no overview. •Does not provide an example of future implications for this work. •Does not include an opinion of the article. 0-9pts
References: out of 5pts	<ul style="list-style-type: none"> •Provides 2 or more references in addition to the 2 reviewed articles. •All references are cited using correct MLA format. •References are listed in correct MLA format. 5pts 	<ul style="list-style-type: none"> •Provides 1 reference in addition to the 2 reviewed articles. •All references are cited using an acceptable format. •References are listed in an acceptable format. 4.5pts 	<ul style="list-style-type: none"> •Provides no references in addition to the 2 reviewed articles. •References cited, but in an inconsistent manner or not all references are cited. •References are listed in an acceptable format. 3.5pts 	<ul style="list-style-type: none"> •Provides no references including the 2 reviewed articles. •References are not cited even when material is directly quoted. •References are not listed. 0-3pts
-> Descriptors for each level of performance <-				