

Category	Advanced	Competent	Developing
Introduction and conclusion: prepare reader for paper; intro and conclusion should connect in some way.	Briefly summarize/give an overview of system. Identify key criteria from paper and from worksheet; may forecast structure of paper; identify modules.	Gives overview of system. States some criteria for evaluation. May not match structure of paper.	Restates introduction to text (original paper).
Structure: typically parallel structure, by module or by design criteria. Paragraphs are distinct. Paper demonstrates overall coherence.	Headers, subsections, and topic sentences make structure visible. Reflects intro. Structure echoes logic of argument/claims. Typically focuses on one topic per paragraph.	Some visible structure. Paragraphs may not be cohesive. Does not match claims in intro. No summary or synthesis.	Follows structure of the paper/ "book report" style; or no apparent structure. Paragraphs not cohesive.
Analysis: evaluates claims and uses evidence from the text to support them. Gives more space to most significant criteria and assessments.	Makes claims about what goals are and whether they're met. Prioritizes criteria depending on relevance. Claims supported by evidence from text. Sources integrated seamlessly.	Describes system and offers brief comments on criteria. Addresses at least one of the major criteria or substantiated design goals of the system.	Evaluates based on unjustified criteria. May not offer evidence to support claims; or may not make evaluative claims.
Sources: are paraphrased and briefly cited. Minimal use of quotation.	Complete citation. Material is synthesized from different sections as necessary. Evidence is paraphrased and integrated. Quotations are minimal if present.	Evidence from source is offered to support claims. Citation may be incomplete or quotations may be overused.	No citation. Quotations are overused or inappropriate. Or, evidence may not be offered to support claims.
Style	Direct, concise language and appropriate diction.	Vague or general language; informal; some errors.	Significant errors; may ramble; vague language.

6.033 Spring 2016: rubric for systems critique

Length: 750-900 words