

**Paper Grading Rubric (Mara Harell, Carnegie Mellon University)**

From UTEP website, <http://tep.uoregon.edu/resources/assessment/rubrics.html>

Accessed 8/17/13

Modified by ATO 8/17/13

<b>Dimension</b>	<b>Sophisticated</b>	<b>Competent</b>	<b>Needs Work</b>
<b>Introduction Thesis</b> <b>2 pts.</b>	Thesis and exceptions, if any, are clearly stated.	Thesis is vague.	Thesis is missing or not consistent with material.
<b>Research; Use of Primary Text</b> <b>3 pts.</b>	Research selected is highly relevant to the argument, is presented accurately and completely – the method, results, and implications are all presented accurately. Primary text is appropriately used and cited.	Research is relevant to the argument and is mostly accurate and complete – there are some unclear components or some minor errors in the method, results or implications. Primary text is mostly correctly used and cited.	Research selected is not relevant to the argument or is vague and incomplete – components missing or inaccurate or unclear. Primary text not used or cited incorrectly.
<b>Discussion</b> <b>3 pts.</b>	Discussion is clearly stated and connections to the research and thesis are clear and relevant. The underlying logic is explicit.	Discussion is clearly stated and connections to research and thesis are mostly clear, some aspects may not be connected or minor errors in logic are present.	Discussion may not be clear and the connections to the research are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear.
<b>Writing</b> <b>2 pts.</b>	Paper is coherently organized and the logic is easy to follow. There are no spelling or grammatical errors and terminology is clearly defined. Writing is clear and concise and persuasive.	Paper is generally well organized and most of the argument is easy to follow. There are only a few minor spelling or grammatical errors, or terms are not clearly defined. Writing is mostly clear but may lack conciseness.	Paper is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and

			conciseness.
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