

# RUBRIC FOR ENSP386 ACADEMIC RESEARCH PAPER—90 points total

*Note: grading between increments is at the discretion of the advisor*

| CATEGORY                                                                    | 12-15 points                                                                                                                                                                                   | 8-11 points                                                                                                                                                              | 4-7 points                                                                                                                                                                                                                      | 0-3 points                                                                                                                                                                |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction/Topic<br><br>_____ points                                      | Exceptional introduction that grabs interest of reader and states topic. Thesis/topic is exceptionally clear, well-developed, and a definitive statement.                                      | Proficient introduction that is interesting and states topic. Thesis/topic is clear and arguable statement of position.                                                  | Basic introduction that states topic but lacks interest. Thesis/topic is somewhat clear and arguable.                                                                                                                           | Weak or no introduction of topic. Paper's purpose is unclear. Thesis/topic is weak or missing.                                                                            |
| Content knowledge:<br>Quality of Research<br><br>_____ points               | Paper is exceptionally researched, contains 7 sources total (including 3 peer reviewed articles); the sources support the thesis argument in a logical manner. References are correctly cited. | Information relates to the main topic. Paper, is well-researched in detail and from 7 good sources (including 3 peer-reviewed articles). References are correctly cited. | Information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly.                                                                       | Information has little or nothing to do with the thesis. Information has weak or no connection to the thesis. References are not cited correctly.                         |
| Content application:<br>Support of Thesis &<br>Analysis<br><br>_____ points | Exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.                                                                              | Consistent connections are made between evidence and thesis. Good analysis.                                                                                              | Some connections made between evidence and thesis. Some analysis.                                                                                                                                                               | Limited or no connections made between evidence and thesis. Lack of analysis.                                                                                             |
| Conclusion<br><br>_____ points                                              | Excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.                                                                                  | Good summary of topic with clear concluding ideas. Introduces no new information.                                                                                        | Basic summary of topic with some final concluding ideas. Introduces no new information.                                                                                                                                         | Lack of summary of topic.                                                                                                                                                 |
| Writing<br><br>_____ points                                                 | Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference, citations and images are properly formatted.                                 | Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. References, citations and images are adequate.           | Many ideas require clarification, are off-topic or have little relevance to the assignment. Many grammatical and/or spelling errors; very challenging to read, poor writing flow. Improper references and/or citations section. | Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference, citations and images section is missing. |
| Annotated<br>Bibliography<br><br>_____ points                               | Annotations sufficiently and succinctly summarize, evaluate, and reflect on the source.                                                                                                        | Annotations sufficiently and adequately summarize, evaluate, and reflect on the source.                                                                                  | Some annotations provide inadequate summary, evaluation, and/or reflection.                                                                                                                                                     | Most annotations provide inadequate summary, evaluation, and/or reflection.                                                                                               |
| Total: _____/90                                                             |                                                                                                                                                                                                |                                                                                                                                                                          |                                                                                                                                                                                                                                 |                                                                                                                                                                           |

## Example 1 - Research Paper Rubric

Characteristics to note in the rubric:

- Language is descriptive, not evaluative.
- Labels for degrees of success are descriptive (“Expert” “Proficient”, etc.); by avoiding the use of letters representing grades or numbers representing points, there is no implied contract that qualities of the paper will “add up” to a specified score or grade or that all dimensions are of equal grading value.
- This rubric is developed for a specific writing assignment; it would need to be revised to describe the expectations for each specific assignment.

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|                          | Expert                                                                                                                                                                                                                                             | Proficient                                                                                                                                                                                           | Apprentice                                                                                                                                   | Novice                                                                                                          |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Integration of Knowledge | The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.                     | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. |
| Topic focus              | The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.                                                                       | The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.                                                                         | The topic is too broad for the scope of this assignment.                                                                                     | The topic is not clearly defined.                                                                               |
| Depth of discussion      | In-depth discussion & elaboration in all sections of the paper.                                                                                                                                                                                    | In-depth discussion & elaboration in most sections of the paper.                                                                                                                                     | The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively. | Cursory discussion in all the sections of the paper or brief discussion in only a few sections.                 |

|                      | Expert                                                                                                                                                                                                                                                                                                               | Proficient                                                                                                                                                                                                             | Apprentice                                                                                                                                                                                                                   | Novice                                                                                                                                                                                                        |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cohesiveness         | Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.                                                                                       | For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. | Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships |
| Spelling and grammar | No spelling &/or grammar mistakes.                                                                                                                                                                                                                                                                                   | Minimal spelling &/or grammar mistakes.                                                                                                                                                                                | Noticeable spelling & grammar mistakes.                                                                                                                                                                                      | Unacceptable number of spelling and/or grammar mistakes.                                                                                                                                                      |
| Sources              | More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative. | 5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.                                                                                  | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.                                                                               | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.                            |
| Citations            | Cites all data obtained from other sources. APA citation style is used in both text and bibliography.                                                                                                                                                                                                                | Cites most data obtained from other sources. APA citation style is used in both text and bibliography.                                                                                                                 | Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.                                                                                                                             | Does not cite sources.                                                                                                                                                                                        |

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper ([http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601\\_r2.shtml](http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml))"