

## Research Paper Rubric

	STILL DEVELOPING low/weak evidence of skills 0 – 4	EMERGING Starting to grasp skills 5 – 7	COMPETENT Can use most skills effectively 8 – 9	FULL MASTERY Can use ALL skills effectively 10
Intro.	<p><b>Some or all of the moves are absent and/or vague:</b></p> <p>If Move 1 is present – our general sense of the topic and issue are marred by lack of focus, irrelevant detail, or over-simplification of the topic, binary thinking.</p> <p>No references to the research literature.</p> <p>Thesis statement absent or poorly presented as statement of fact, or assertion with no development, or simplistic assertion.</p>	<p><b>Presentation of 3 moves flawed by vagueness or poor structure.</b></p> <p>Topic &amp; issue not clearly defined.</p> <p>Scanty reference to research literature, or references are non-specific ("Some research says" – no citation).</p> <p>Gap not identified or vaguely presented; we are not sure what specific aspect or issue will be addressed.</p> <p>Thesis statement present, but over-general and incomplete.</p>	<p><b>3 moves present, but not specific</b></p> <p>Territory established, but issue is not clearly demarcated.</p> <p>Some references to research literature presented, but not clearly linked to the gap.</p> <p>Attempt to present a gap, but link to the research literature is vague.</p> <p>Thesis statement (Move 3) present, but not necessarily a complex assertion, i.e. we cannot really discern the overall direction of the whole paper.</p>	<p><b>All three moves are clearly and comprehensively presented.</b></p> <p>Establishes territory - topic and issue, and what current research has illuminated.</p> <p>Shows a gap (Move 2) in the research or an aspect of the topic that could be further developed</p> <p>Thesis statement (Move 3) is a complex assertion with a main assertion &amp; focused/specific sub-assertions that together provide a mini map of the paper.</p>
Paraphrase & use of Sources	<p><b>In high danger of plagiarism, many difficulties with documentation.</b></p> <p>Mostly direct quotation.</p> <p>Paraphrase when attempted loses meaning, or sources do not necessarily support the assertion being made.</p> <p>Many errors in citation and references format. Very poor correspondence between citations and references.</p>	<p><b>In some danger of plagiarism, some difficulties with accurate and effective documentation</b></p> <p>Some paraphrase fails to accurately integrate sources to support assertions or commentary.</p> <p>Too much direct quote rather than paraphrase.</p> <p>Clear attempt to cite but format errors are frequent; imperfect correspondence between citations and references</p>	<p><b>No plagiarism, mostly accurate and effective documentation</b></p> <p>Most paraphrasing effectively integrates sources as evidence to support assertions or commentary.</p> <p>Over 80% accuracy in citations &amp; references; correspondence between citations and references.</p>	<p><b>No plagiarism, accurate and effective documentation</b></p> <p>Paraphrase effectively integrates sources as evidence to support assertions or commentary.</p> <p>Accurate style in citations &amp; references; perfect correspondence between citations and references.</p>
Argument	<p><b>Thesis statement only partly developed and many argument issues.</b></p> <p>Argument does not correspond with thesis (or implied thesis); many irrelevant assertions.</p> <p>Some paragraphs without assertions/claims.</p> <p>Insufficient/irrelevant evidence; no commentary for evidence.</p> <p>Poor or no transitions between parts of the argument</p> <p>High frequency of logical fallacies or incomplete arguments.</p>	<p><b>Thesis statement developed but many argument issues.</b></p> <p>Imperfect match between thesis statement and parts of argument – some irrelevant assertions made.</p> <p>Thesis sub-assertions – many difficulties integrating evidence &amp; commentary; insufficient or irrelevant evidence.</p> <p>Transitions between parts of the argument are missing or inaccurate</p> <p>Many logical fallacies or incomplete arguments.</p>	<p><b>Thesis statement is fully and completely developed, but there are still minor logical issues.</b></p> <p>Each part of the thesis is presented.</p> <p>Thesis sub-assertions – some difficulties with integrating evidence &amp; commentary.</p> <p>A few missed or faulty transitions between parts of the argument</p> <p>A few minor logical fallacies or incomplete arguments.</p>	<p><b>Thesis statement is fully and completely developed.</b></p> <p>Each part of the thesis is presented.</p> <p>Thesis sub-assertions - integrated evidence &amp; commentary.</p> <p>Relevant transitions between parts of the argument.</p> <p>No logical fallacies or incomplete arguments.</p>
Grammar	<p>Hardly any revision in response to comments from D1 - D2</p> <p>Basic errors impair reading</p> <p>Many cohesion errors</p>	<p>Response to comments from D1 – D2 slightly improves draft</p> <p>Substantial basic errors</p> <p>Some cohesion errors</p>	<p>Response to comments from D1 – D2 somewhat improves draft.</p> <p>Minimal basic errors in D2</p> <p>A few transition/cohesion errors</p>	<p>Response to comments from D1 – D2 significantly improves draft</p> <p>Very few / no basic errors in D2</p> <p>No / very few cohesion errors.</p>

## NOW IT'S YOUR TURN / PARAPHRASING SOURCES #1

*INSTRUCTIONS: First, select one (1) of the following excerpts and spend +/- 5 minutes reading and making any marginal notes you see fit. Next, spend another +/- 5 writing a summary of the excerpt. Try to write at least 2-3 sentences and shoot for a summary that is about half the length of the original (+/- 80-100 words for Excerpt #1, and +/- 45-60 words for Excerpt #2).*

### **Excerpt #1 – From an undergraduate textbook in psychology**

For our discussion in this chapter, we will define aggression as physical or verbal behavior intended to cause harm. This definition excludes unintentional harm such as auto accidents or sidewalk collisions; it also excludes actions that may involve pain as an unavoidable side effect of helping someone, such as dental treatments or—in the extreme—assisted suicide. It includes kicks and slaps, threats and insults, even gossip or snide 'digs'; and decisions, during experiments, about how much to hurt someone, such as how much electric shock to impose. It also includes destroying property, lying, and other behavior whose goal is to hurt.

The definition covers two distinct types of aggression. Animals exhibit social aggression, characterized by displays of rage; and silent aggression, as when a predator stalks its prey. Social and silent aggression involve 'hostile' and 'instrumental' aggression. Hostile aggression springs from anger; its goal is to injure. Instrumental aggression aims to injure, too—but only as a means to some other end.

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### **Excerpt #2 – From a published research article in biology**

This study examines whether workers of *S. invicta* are able to assist their mothers in colony usurpations. First we tested whether [queens] of *S. invicta* are better able to usurp colonies to which their daughters have moved. Second, we tested whether the effect of daughters on usurpation success is due to familiarity with the queen or to genetic relatedness. Aggressive behavior during these usurpation attempts was observed to determine if the presence of familiar or related workers influenced the aggressive response toward either the resident queen or the queen attempting usurpation.