

Research-Based Paper Grading Rubric- Course

Miami Re

Dimension	Competent	Needs Improvement	Un
Problem Statement (PS) / Abstract (Abs) 10%	PS/Abs is proper length (150-250 words). Highly informative, complete and easy to understand (includes all key aspects of the paper). Appropriate vocabulary is used. PS/Abs makes you want to read the paper. 10%	PS/Abs is proper length (150-250 words). Somewhat informative and understandable (includes just some of the aspects of the paper). 5%	PS/Abs is not the pro words). Not very informative (provides little of no of the paper).
Introduction 20%	Thesis provides a clear and concise response to the assigned/selected topic. Organization of the topic is completely and clearly outlined and implemented. Does not contain superfluous information. 20%	Thesis is too broad or too narrow for the assigned/selected topic. Organization of the topic is difficult to follow, and superficially implemented. Provides too much unnecessary information. 10%	Fails to present a the respond to the assign Organization of topic consistently maintain
Body Paragraphs 30%	All main points are well-developed; directly related to the thesis. Supporting examples are concrete and detailed. There is a logical flow to the topics/arguments. 30%	Most main points are present, but not consistently pertinent to the thesis. Supporting examples are unclear or missing. 15%	Main points are poor pertinent to the thesi Missing supporting
Research (literature review) 10%	Research selected is highly relevant to the topic, and is properly incorporated into the body paragraphs. The method, results, and implications are presented accurately and completely. Relationship between research and theory is clearly articulated and accurate. The evidence comes from a wide variety of valid sources; minimum "required" sources published within the last 5 years. 10%	Research is relevant to the topic, yet incomplete, vague and/or is poorly incorporated into the body paragraphs. Unclear components. Connection between theory and research is unclear/inaccurate. Some evidence does not come from valid sources: minimum "required" sources published within the last 5 years. 5%	Research selected is and is not properly i paragraphs. Components are mis Relationship between unclear/inaccurate, n present. The evidence seldom minimum "required" the last 5 years.
Conclusion 10%	Conclusion is clearly stated, and connections to the research and position are clear and relevant. The underlying logic is explicit. 10%	Conclusion is unclear. Partially connected to research. Significant errors in logic. 5%	Conclusion is unclear Connections to rese or just a repetition o explanation. Underlying logic ha

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<p>Writing/ Mechanics</p> <p>10%</p>	<p>Paper is coherently organized. Writing is clear and concise. Writing is fluid and free from spelling and grammatical errors. Terminology is clearly defined. Writing uses appropriate voice (active/passive). APA formatting appropriate.</p> <p>10%</p>	<p>Paper is poorly organized. Writing often contains spelling and grammatical errors. Writing inconsistently switches voices (active/passive). APA formatting appropriate.</p> <p>5%</p>	<p>Paper is poorly organized. Writing does not flow logically from one paragraph to another. There are consistent grammatical errors; terminology is not clearly defined or are poorly defined. Writing does not use appropriate voice (active/passive). APA formatting inappropriate.</p>
<p>References</p> <p>10%</p>	<p>References are precisely listed in APA format. In-text citations are used correctly for all quotations and paraphrasing.</p> <p>10%</p>	<p>References are listed in APA format with frequent errors. In-text citations are missing, or contain frequent errors.</p> <p>5%</p>	<p>References are not listed in APA format. In-text citations are missing or contain frequent errors. PLAGIARISM will be reported to the appropriate authority per school policy.</p>