

## RUBRIC FOR RESEARCH PAPER EVALUATION

	<b>Name:</b>					
<b>CRITERIA</b>	<b>5 pt. (100%)</b>	<b>4 pt. (80%)</b>	<b>3 pt. (60%)</b>	<b>2 pt. (20%)</b>	<b>1 pt. (10%)</b>	<b>0 pt. (0%)</b>
<b>Introduction:</b> <i>Thesis statement and relevance to climate</i>	The writer introduces the topic and its specific relevance to climate and skeptic claim. <u>Avoids backfire effects.</u>	The writer introduces the topic and its specific relevance to climate and skeptic claim. Does <u>NOT</u> avoid backfires.	The writer introduces the topic but does <u>not</u> show relevance to climate <u>nor</u> skeptic claim.			Reader has no idea what paper is about.
<b>Body:</b> <i>Structure/Flow</i>	<u>Consistently</u> demonstrates a <u>logical</u> and coherent, <u>easy to follow</u> plan of organization.	Organization of the topic is <u>mostly</u> clear and logical.	There is a <u>general</u> flow of information and the order is <u>somewhat</u> logical.	There is a <u>weak</u> flow of information and the order is <u>not</u> very logical.	There is no real flow of information and the order is not logical.	
<b>Science Content:</b> <i>Coverage/Skepticism</i>  <b>(2X Score 10 pt.)</b>	Writer covers the content <u>in depth</u> w/o being redundant. Captures <u>every</u> key point. <u>Skeptic would be convinced.</u>	Writer covers the content in depth w/o being redundant. Captures <u>most</u> key points. Skeptic <u>might</u> reconsider.	Writer covers the content <u>in general</u> . Some <u>redundancy</u> . Captures <u>some</u> key points. Skeptic <u>might</u> reconsider.	Writer does <u>not</u> fully cover the content. <u>Misses most</u> key points. Skeptic would <u>not</u> reconsider.		Writer misses every key point.
<b>Relation to Notes:</b> <i>Level of connection to course notes</i> <b>(2X Score 10 pt.)</b>	Course notes are <u>explicitly stated</u> . <u>Significant content</u> related to notes <u>throughout</u> paper.	Course notes are explicitly stated. <u>Some</u> content relating to notes throughout paper.	Course notes are explicitly stated but <u>not</u> used throughout paper.	Course notes are <u>not</u> explicitly stated but can be inferred.		No relation to course notes explicitly nor inferred.
<b>Clarity of Writing:</b> <i>Easy to understand or confusing?</i>  <b>(2X Score 10 pt.)</b>	Writing is <u>clear</u> and <u>concise</u> . Written in student's own words. Very few spelling or grammar mistakes.	Writing is <u>mostly</u> clear and concise. Written in student's own words. Very few spelling or grammar mistakes.	Writing is <u>average</u> . <u>Mostly</u> written in student's own words. <u>Some</u> spelling or grammar mistakes.	Writing is <u>below average</u> . <u>Many</u> spelling or grammar mistakes.		<b>Plagiarism is rampant. If this box is checked, the student will get a ZERO for the research paper!</b>
<b>Conclusion:</b> <i>What was learned?</i>	Writer makes <u>precise</u> conclusions and/or suggestions for further research. Obvious that writer learned from the research.	Writer makes <u>some</u> conclusions and/or suggestions for further research. Obvious that writer learned from the research.	Writer makes <u>weak</u> conclusions and/or suggestions for further research. Obvious that writer learned from the research.	Writer makes <u>weak</u> conclusions and/or suggestions for further research. <u>Not</u> obvious that writer learned from the research.		No conclusions.
<b>Source Citations</b>	Correct style within content <u>and</u> in Works Cited.	A few mistakes in <u>either</u> content citation <u>or</u> Works Cited.	A few mistakes in <u>both</u> content citation and Works Cited.	<u>Several</u> mistakes in <u>both</u> content citation and Works Cited.		Incorrect in-text citations. Works cited has many mistakes or is missing.
<b># of Words</b> Minimum 1000	900-999 -10%	800-899 -20%	700-799 -30%	600-699 -40%		< 600 0 score for paper
<b>Not Following Directions:</b>	<b>5 pt. will be deducted for each of the following:</b> rubric missing, not stapled, staple covering content, not 2X spaced, not properly identifying yourself and class, etc.					