### Grade Rubric: Research/Design Paper

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Not yet</th>
<th>Beginning</th>
<th>Adequate</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Quality</td>
<td>The writing is very unclear or has excessive grammar and spelling errors</td>
<td>The majority of paragraphs in the paper lack spelling and grammar errors. The intent of most paragraphs is clear.</td>
<td>No more than 10 errors in grammar or spelling. Most writing is clear, concise, and easy to read.</td>
<td>No more than two errors in grammar or spelling. Writing is consistently clear, concise, and easy to read.</td>
</tr>
<tr>
<td>Thesis Definition</td>
<td>The thesis definition does not exist.</td>
<td>The thesis of the paper is unclear.</td>
<td>The thesis of the paper is adequately defined.</td>
<td>The thesis of the paper is well defined.</td>
</tr>
<tr>
<td>Thesis Support</td>
<td>Less than 70% of the paper supports the thesis.</td>
<td>At least 70% of the paper supports the thesis, and the content could prompt a non-hostile reader to think about the thesis.</td>
<td>Nearly all of the paper supports the thesis, and the content could prompt a non-hostile reader to think more positively about the thesis, but might leave significant questions unanswered.</td>
<td>All of the paper supports the thesis, and the content could convince a non-hostile reader to accept the thesis. It answers the questions that would cause hesitation.</td>
</tr>
<tr>
<td>Coverage</td>
<td>Numerous areas appropriate to the topic are ignored.</td>
<td>Some areas of the topic are ignored.</td>
<td>Nearly all areas of the topic are adequately addressed.</td>
<td>Topic is comprehensively covered.</td>
</tr>
<tr>
<td>Organization</td>
<td>Organization is entirely random.</td>
<td>Some organization is found, but placement of content is often random.</td>
<td>Organization is clear in most of the paper, but some content may fail to follow this organization.</td>
<td>The organization of the contents is abundantly clear throughout the paper.</td>
</tr>
<tr>
<td>Citations and use of sources</td>
<td>Citations are mostly incorrect, or missing; or some content is plagiarized.</td>
<td>At least half of the citations are clear and correct. Citations are present when needed.</td>
<td>Most citations are correct and clear. Appropriate citations are present when needed.</td>
<td>All citations are made correctly and clearly. They appear when needed and refer to an appropriate source.</td>
</tr>
<tr>
<td>Research Quality</td>
<td>The topic and presentation of the thesis statement do not represent adequate research.</td>
<td>The thesis statement includes a potential research component; however, the paper does not represent an acceptable level of research.</td>
<td>The paper represents an acceptable level of research.</td>
<td>The paper represents excellent scholarship and/or adds to the body of knowledge.</td>
</tr>
<tr>
<td>Depth</td>
<td>This paper adds little or no value to the target audience.</td>
<td>This paper adds minimal value to the target audience.</td>
<td>The paper’s depth is sufficient, and the paper adds adequate value to the target audience.</td>
<td>The paper’s depth is appropriate, and the paper adds significant value to the target audience.</td>
</tr>
<tr>
<td>Style</td>
<td>No adherence to style is detectable.</td>
<td>Use of style guide is detectable.</td>
<td>Style guide is followed most of the time.</td>
<td>Style guide is followed consistently.</td>
</tr>
</tbody>
</table>