

ENG 135 Research Project Rubric

	Superior Skill Level	Adequate Skill Level	Developing Skill Level
Content	<p>The student clearly defines a well-developed thesis and purpose that show originality of thought.</p> <p>The student presents supporting ideas and source materials characterized by complexity and depth.</p> <p>The student makes reasonable inferences in order to synthesize source materials and to develop new ways of thinking about them in light of the thesis and purpose.</p>	<p>The student makes some credible attempt to define purpose; however, the thesis lacks clarity, originality, or consistency with the paper's development.</p> <p>The student identifies only a few supporting ideas and/or neglects to draw from diverse source materials.</p> <p>The student synthesizes source materials with the thesis; however, relationships between ideas and evidence need more definition and development.</p>	<p>The student does not specify a purpose or creates a thesis that is vague and imprecise.</p> <p>The student neglects to include supporting ideas, or development tends to be repetitive and logically unsound. Source materials are minimal and lack coherence or any defined relationship to the thesis.</p> <p>The student engages in little or no synthesis of source materials, choosing instead to copy rather than draw inferences.</p>
Organization/ Method	<p>Research report was organized in many parts (up to 15 pages):</p> <ul style="list-style-type: none"> • Transmittal letter accompanied the project • Title page • Executive summary • Table of contents • Lists of tables and figures • References, minimum of five (MLA format) • Introduction and description of project • Project goals <p>The student employs clear topic sentences as well as transitions and examples that are appropriate (i.e., consistent with the project's thesis and purpose).</p> <p>The student varies quotations and draws from a sufficient number of sources to advance the thesis.</p>	<p>The student includes the required parts including topic sentences, but they may lack clarity or appropriateness. Some attempt is made to include transitions and to connect relevant examples to topic sentences.</p> <p>The student incorporates quotations that are reasonably connected to the project thesis. Quotations supplement and do not form the basis of ideas. However, number and length of quotations indicate too much dependency on source material and thus little independent thought.</p> <p>The assignment is laid out with some attempt at effective use of headings, font style, and white space</p>	<p>The student has not made explicit the reasoning behind breaks in paragraphs, and topic sentences are either absent or inappropriate.</p> <p>The student shows little attention to quotations and how source materials might relate to the project thesis.</p> <p>The assignment is laid out with little attention to headings, font style, and white space</p>

	The assignment is laid out with effective use of headings, font styles, and white space.			
Language Use/ Style	<p>The student uses sophisticated, varied vocabulary and appropriate level of formality, showing keen awareness of audience and ability to advance a subtle argument, written in third person.</p> <p>The student varies sentence structure and uses clear syntax, contributing to the effective communication of ideas.</p> <p>The student avoids slang and jargon, defining key concepts and terms when necessary to advance an idea or to develop the thesis.</p>	<p>The student varies vocabulary slightly to convey some complexity of thought and development of supporting ideas, written in third person.</p> <p>The student demonstrates some awareness of sentence variety and syntax but struggles with clarity.</p> <p>The student may use slang or jargon but makes some attempt to define and connect terminology with the project's purpose.</p>	<p>The student employs redundant vocabulary and unclear references (e.g., an abundance of pronouns without referents).</p> <p>The student lacks awareness of sentence structure or produces confusing syntax that interferes with communication.</p> <p>The student relies heavily on colloquialisms and slang.</p>	
Documentation	The student documents comprehensively and accurately.	The student accurately identifies most of the sources that need documentation but makes errors in format.	The student seems unfamiliar with conventions of documentation, does not acknowledge sources accurately, or plagiarizes.	
Mechanics	The student makes few errors in format, grammar, punctuation, and spelling.	The student makes some errors in format, grammar, punctuation, and spelling but not enough to interfere seriously with communication.	The student makes so many errors in format, grammar, punctuation, spelling that communication is seriously disrupted.	
Critical Thinking	<p>The student presents a convincing, logical argument that shows originality of thought.</p> <p>The student demonstrates superior skill in assessing credibility, accuracy, and bias of source materials.</p> <p>The student demonstrates superior ability to summarize and evaluate primary and</p>	<p>The student presents an argument that is convincing but is limited by errors in reasoning or unoriginal thinking.</p> <p>The student demonstrates some skill in assessing source materials for credibility, accuracy, and bias.</p> <p>The student is able with moderate ability to</p>	<p>The student poses a vague or illogical argument, relying often on over-generalization, over-simplification and/or irrational conclusions.</p> <p>The student demonstrates little skill in assessing source materials for credibility, accuracy, or bias.</p>	

	<p>secondary sources.</p> <p>The student incorporates relevant source materials to convince the intended audience.</p> <p>The student effectively synthesizes source materials in order to draw logical inferences.</p>	<p>summarize primary and secondary sources.</p> <p>The student makes some attempt to consider the audience in the selection of source materials.</p> <p>The student adequately synthesizes source materials and draws some logical inferences.</p>	<p>The student is unable to summarize primary and secondary sources.</p> <p>The student does not consider the audience in the selection of source materials.</p> <p>The student does not synthesize source materials or draws illogical inferences.</p>
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****NOTE:** Each document in the project (transmittal letter, executive summary, etc.) is for a particular audience and purpose. You may find yourself reiterating the same thing differently.