

# Intro. to Environmental Science 120

## Research Paper Scoring Rubric

COMPONENT	6	5	4	3	2	1
<b>Content</b>	Takes a clear position and supports it consistently with well-chosen reasons/ research and background information and/or examples.	Takes a clear position and supports it with relevant reasons/ research and background information and/or examples through much of the essay.	Takes a clear position and supports it with some relevant reasons and/or examples; there is some development of the essay.	Takes a position and provides uneven support; may lack development in parts or be repetitive OR essay is no more than a well-written beginning.	Takes a position, but essay is underdeveloped.	Attempts to take a position (addresses topic), but position is very unclear OR takes a position, but provides minimal or no support.
<b>Organization</b>	Is focused and well organized, with effective use of transitions. Creative introduction and conclusion are used.	Is well organized with good use of transitions. Strong introduction and effective conclusion are used.	Is generally organized, but has few or no transitions among sections. Basic introduction and conclusion.	Is organized in parts of the essay; other parts are disjointed and/or lack transitions. Introduction and conclusion are minimal.	Is disorganized or unfocused in much of the essay. Missing introduction and/or conclusion.	Exhibits little or no apparent organization.
<b>Voice</b>	The writer demonstrates commitment to the topic, purpose, and audience. Confident voice is used.	The writer is invested in the topic and uses a balanced voice to express opinion.	A personal interest in the topic is demonstrated.	Inconsistent voice is used (some parts demonstrate confidence and others do not show interest).	The writer uses inflammatory language OR very little confidence is demonstrated.	Voice is non-existent in the piece.
<b>Sentence Fluency</b>	Consistently exhibits variety in sentence structure.	Exhibits some variety in sentence structure.	Most sentences are well constructed but have similar structure.	Sentence structure may be simple and unvaried.	Sentences lack formal structure.	Sentences run-on and appear incomplete or rambling.
<b>Word Choice</b>	Word choice is sophisticated, precise, and enhances meaning of the topic.	Word choice is deliberate and adds flair to the piece.	Word choice is accurate, but lacks variety and flair.	Word choice is mostly accurate.	Word choice has not been considered and may often be inaccurate.	Word choice may be inaccurate in much or the entire essay.
<b>Conventions</b>	Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.	Errors in grammar, spelling, and punctuation do not interfere with understanding.	More frequent errors in grammar, spelling, and punctuation, but they do not interfere with understanding.	Errors in grammar, spelling, and punctuation sometimes interfere with understanding.	Errors in grammar, spelling, and punctuation interfere with understanding in much of the essay.	Errors in grammar, spelling, and punctuation prevent reader from fully understanding essay.
<b>Formatting</b>	MLA/APA formatting, works cited page, title page, proper length, typed with 12 point font, double spaced.	Five of the formatting rules followed properly.	Four of the formatting rules followed properly.	Three of the formatting rules followed properly.	Two of the formatting rules followed properly.	One or none of the formatting rules followed properly.
<b>Research</b>	Five or more appropriate and legitimate sources were used.	Four or more appropriate and legitimate sources were used.	Three or more appropriate sources were used.	Two or more appropriate sources were used.	One or more sources were used.	Attempt at research.

**TOTAL:                      /48 =                      %**