

ESL 515 Unit 4: Primary Research Paper Reflective Essay Grading Rubric

(5) ADVANCED (4) DEVELOPED (3) ADEQUATE (2) DEVELOPING (1)
ABSENT

	1 2 3 4 5	COMMENTS
CONTENT: The student specifically responds to each element of the given prompt. Responses are specific and substantive.		
EFFORT: The student provides a thorough evidence of thought in a carefully-crafted response. S/he provides specific, concrete examples when applicable or necessary. In lieu of just listing details, s/he develops his/her ideas—e.g., by elaborating, providing specific examples, and analyzing to the best of his/her ability.		
COHERENCE/UNITY: Each sentence is connected in some way and transitions smoothly into the next sentence. Each sentence relates back to the main prompt. The sentences are placed logically, and their placement does not interfere with the essay's intelligibility. The essay is well-organized, unified and well-structured.		
FORMAT/CLARITY: The essay is written with Times New Roman font, size 12, double-spaced, and with 1" margins, 2-3 pages, approximately 600-800 words. Grammatical errors and incorrect word choices do not distract the reader from the essay's important points.		

FINAL GRADE: /20

ADDITIONAL COMMENTS:

Grading Rubric for Group Presentations

Slide Content	Grade: A,B,C,D,F	Comments:
Research Process: Students have answered the questions on the template slide clearly, concisely, and through examples.		
Research Paper Format: Students have shown all sections that appear in their discipline's I(L)MRD examples.		
Introduction: Students have answered the questions on the template slide clearly, concisely and through examples.		
Literature Review (if present): Students have shared the extent of the literature review, and described its connection to the research process.		
Methods: Students have used specific examples to demonstrate the type of information in this section, as well as the amount of detail.		
Results: Students have shown with examples how the results are shown, as well as the amount of detail used, and whether an interpretation of the results is included.		

Discussion: Students have shown how (through combining with result/conclusion) and what information is presented, as well as discussing whether implications and limitations are mentioned.		
Conclusion: Students have addressed whether conclusions are used in the discipline, and what kind of information is typically seen in this section.		
References: Students have included all sources used in the presentation, including the example papers and interviews.		
General :	Grade: A,B,C,D,F	Comments:
Sources: Students have drawn examples from the papers and the interviews and have integrated them properly.		
Interdisciplinary groups only: Presentation demonstrates an in-depth comparison across the disciplines with close attention to detail, beyond surface differences.		
Same-discipline groups only: Presentation demonstrates an in-depth analysis of the norms in the field, as well as attention to variations within papers.		
Plagiarism: Students have successfully provided proper citations throughout the presentation where needed.		

