

### Research Paper Rubric

	Sophisticated	Competent	Not Yet Competent
<b>Context</b>	Clearly communicates the purpose of the experiment, including the objective, practical applications and relevant background information; engages source material appropriately and effectively to demonstrate the complexity of the problem; consistently uses correct citation style.	Communicates the purpose of the experiment, including the objective, practical applications and relevant background information; engages source material to demonstrate the complexity of the problem; mostly uses correct citation style.	May be lacking a discussion of the purpose of the experiment, the objective, practical applications and/or relevant background information; source material is missing, incomplete, or inaccurate; may contain significant errors in citation style.
<b>Methods</b>	Describes methods clearly and in a manner which allows for replicability; includes sample calculations which are clearly connected to the methods, purpose, and objectives; discusses validity measures.	Describes methods in a manner which allows for replicability; includes sample calculations but calculations may lack clarity or completeness; discusses validity measures.	Methods, sample calculations, and/or validity measures are unclear or missing.
<b>Results &amp; Discussion</b>	Concisely states main results; Includes relevant supporting calculations; clearly presents results and interpretations; includes pertinent figures/diagrams/tables with illustrative captions; outlines constraints and/or limitations.	States main results but could be more concise or detailed; Includes supporting calculations; requires some extra effort by the reader to discern main results/key points of interpretation; includes figures/diagrams/tables with captions; mentions constraints and/or limitations.	Discussion of main results, interpretation, and/or constraints/limitations is incomplete, unclear, or too tedious; Lacks supporting calculations; Figures/diagrams/tables and/or captions are unclear.
<b>Written Communication</b>	Displays a clear beginning, middle, and end; consistently uses transitions between and within paragraphs to connect ideas; structure and word choice demonstrate audience awareness; free from grammatical errors which impede readability; adheres to appropriate style guide; figures/diagrams/tables enhance and clarify presentation of ideas.	Displays a clear beginning, middle, and end; usually uses transitions between and within paragraphs to connect ideas; structure and word choice are appropriate for the task; contains occasional grammatical errors which impede readability; mostly adheres to appropriate style guide; figures/diagrams/tables clarify presentation of ideas.	May not display a clear beginning, middle, and end; may not use transitions between and within paragraphs to connect ideas; structure and word choice may not be appropriate for the task; may contain frequent grammatical errors which impede readability; may not adhere to appropriate style guide; figures/diagrams/tables may be unclear or missing.
<b>Teamwork</b>	Consistently engages team members in ways that facilitate their contributions; consistently completes individual contributions in a timely fashion; supports a constructive team climate by treating team members respectfully and addressing conflict directly	Often engages team members in ways that facilitate their contributions; usually completes individual contributions in a timely fashion; supports a constructive team climate by treating team members respectfully.	Seldom engages team members; fails to complete individual contributions in a timely fashion; does not support a constructive team climate and/or does not treat team members respectfully.

	to resolve issues.		
<b>Oral Communication</b>	<p>Speaker appears polished and confident in delivery techniques (posture, gesture, eye contact, and vocal expressiveness). Language choices are appropriate and enhance the effectiveness of the presentation.</p> <p>Organization of the presentation is skillful and makes content of the presentation cohesive. A variety of materials are used to clearly support the presentation and establish the presenter's authority on the topic.</p>	<p>Speaker appears comfortable in delivery techniques (posture, gesture, eye contact, and vocal expressiveness). Language in presentation is appropriate for the audience. Organization of the presentation is consistent and observable in the presentation. Materials used generally supports the presentation and establishes the presenter's credibility.</p>	<p>Speaker appears uncomfortable and delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the presentation. Language choices are unclear and not appropriate for the audience. Organization of the presentation is inconsistent and not observable in the presentation. Insufficient supporting materials.</p>
<b>Abstract</b>	<p>Abstract achieves the overall purpose of summarizing the project: What was done, Why it was done, How it was done; What results were obtained. Conclusion interprets the results and establishes why the project was important.</p> <p>A clear title is provided. Abstract displays a clear beginning, middle, and end; structure and word choice demonstrate audience awareness; free from grammatical errors which impede readability; adheres to appropriate style guide;</p> <p>The abstract can stand on its own to provide the reader needed information about the project.</p>	<p>Abstract partially achieves the overall purpose of summarizing the project. Fails to include one of the following: What was done, Why it was done, How it was done; What results were obtained. Conclusion interprets the results and establishes why the project was important.</p> <p>A clear title is provided. Abstract displays a clear beginning, middle, and end; structure and word choice are appropriate for the audience; contains occasional grammatical errors which impede readability; mostly adheres to appropriate style guide;</p> <p>The abstract can mostly stand on its own to provide the reader needed information about the project.</p>	<p>Abstract fails to summarize the project. Missing two or more portions: What was done, Why it was done, How it was done; What results were obtained. Conclusion fails to interpret the results and/or establish why the project was important.</p> <p>A clear title may not be provided. Abstract may not display a clear beginning, middle, and end; structure and word choice may not be appropriate for the audience; may contain frequent grammatical errors which impede readability; may not adhere to appropriate style guide.</p> <p>The abstract can not stand on its own to provide the reader needed information about the project.</p>