

General Scoring Rubric for Scientific Writing Assignments

<p>Exemplary an A paper.....</p>	<ul style="list-style-type: none"> • Clearly and overtly establishes the context and purpose for writing (helps the reader care); meets or exceeds the expectations of the assignment with respect to scope • Anticipates and responds to the needs of the audience (reader-friendly) • Persuasively develops the subject matter; supports conclusions with data and/or evidence from the literature • Is organized logically and clearly (structured to reflect scientific logic and/or reasoning) • Uses carefully focused, emphatic, and concise sentences • Chooses words for their precise meaning • Uses correct grammar, spelling, and punctuation • Follows the conventions of scientific presentation (format, terminology, documentation, referencing, graphics, and so forth)
<p>Quality a B paper...</p>	<ul style="list-style-type: none"> • Has a specific context and purpose (related to the assignment), but these may be less clearly defined or cover less scope than in an A paper • Responds appropriately to the audience, but may not anticipate their needs • Thoughtfully develops the subject matter, but the evidence may be less persuasive (fewer supporting details) • Is generally organized logically, but the organization may lapse • Uses generally clear sentences, but they may be wordy or lack focus • Uses words accurately, but may have unnecessary jargon or a few overly general or vague words • Has very few problems with grammar, spelling, or punctuation • Generally follows the conventions of scientific presentation
<p>Adequate a C paper...</p>	<ul style="list-style-type: none"> • Often does not have a clear context for writing; it will generally have a purpose, but the purpose may not be readily apparent or it may be tangential to the assignment; the scope may fall short of the assignment • May have only a vague sense of audience or respond inappropriately for the audience • Is likely to treat the subject matter superficially or contain inaccuracies • Will have some sense of organization, but the organization may be illogical or artificial; transitions are likely to be choppy or weak • Will have generally understandable sentences, but they may be awkward, wordy, or rambling • Tends to contain vague, inappropriate, or overly general words • May have several problems with grammar, spelling, and punctuation, but these generally do not prevent understanding • Often does not follow the conventions of scientific presentation
<p>Needs Improvement a D paper...</p>	<ul style="list-style-type: none"> • Does not address the question; lacks a sense of context or purpose • May show little understanding of the needs of the audience • May show little understanding of the subject matter or may be incomplete • Is likely to be organized illogically or randomly • Is likely to have many problems with sentence structure and coherence that impede understanding • Is likely to use many vague and imprecise words or much inappropriate jargon • May have many problems with grammar, spelling, and punctuation or may have a few problems of such severity that the paper is difficult to understand • May show little awareness of the conventions of scientific presentation
<p>Inadequate An F paper...</p>	<ul style="list-style-type: none"> • May respond inappropriately to the assignment • May be very brief and underdeveloped or include much irrelevant information • May show little understanding of sentence structure • May use words inappropriately • May have many severe problems with grammar, spelling, and punctuation