**Generic Rubric**

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| --- | --- | --- |
|  | **Characteristics** | **Points**  |
| **Thesis**  | * Is the thesis a contestable, consistent claim or argument?
* Is the thesis placed at the end of the introduction?
* Does the thesis prepare the reader for the content of the paper? (Claim + list of main points)
 |  |
| **Organization**  | * Is each paragraph explicitly tied to the thesis? Is there a topic sentence?
* Does the argument unfold in a logical order?
* Does the evidence support the thesis?
* Does the writer use clear transitions from paragraph to paragraph?
* Does each paragraph contain evidence supporting its topic sentence?
 |  |
| **Evidence** | * Is all cited material properly cited?
* Does the author synthesize the material rather than simply summarize? (Is there more than a single source in a paragraph?)
 |  |
| **Clarity & Style** | * Does the writer avoid jargon, colloquial language, slang, or other informal means of communication?
* Is the paper clear and concise? Has unnecessary repetition and wordiness been eliminated?
* Are there grammatical or spelling errors?
 |  |
| **Format** | * Does the paper have a substantive title?
* Is the paper within the specified page limits?
* Does the bibliography list all sources used in the paper? Does the bibliography conform to the appropriate style?
 |  |
| **FHSS Writing Lab** | **1049 JFSB 9 – 5, M – F****Make sure you get a feedback form and turn it in with your paper** |  |
|  |  **Total** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | **For Full Points** | **Excellent** | **Good** | **Needs Work** |
| **Writing Mechanics and APA Format** | Rare minor errors in punctuation, grammar, and/or sentence structure. |  |  |  |
| **Material Integration** | Demonstrates the measure’s reliability and validity through logical writing. All elements are addressed. |  |  |  |
| **Organization** | Thesis statement, transitions, and division of sections. |  |  |  |
| **Citation Research** | APA format, meaningful citations that lead to the hypothesis. |  |  |  |
| **Abstract and Tables** | Concise abstract, tables are correctly cited and placed. |  |  |  |
| **Introduction** | Clearly articulates argument, leads to hypothesis, demonstrates the need for the measure. |  |  |  |
| **Methods and Results** | Includes all data, addresses test construction and all statistics. |  |  |  |
| **Discussion** | Refer to thesis, foundation of 304 concepts, limitations, strengths and future research. |  |  |  |
| **Clarity and Style** | In-depth treatment of ideas; clear, concise writing; flows; transitions and conclusions. |  |  |  |
| **Overall Feeling** | Test conceptualization (strengths and weaknesses) and great synergy of work. |  |  |  |

**Rubrics**