

WRITTEN COMMUNICATION RUBRIC					
	4	3	2	1	0
RESEARCH COMPONENTS					
Abstract (One paragraph summary)	Fully describes purpose, design and conclusion in a brief paragraph (3-5 sentences). Reader knows exactly what is to come in the research paper.	Missing one element: purpose, methods, discussion, results OR, is vague in explanations.	Missing two elements: purpose, methods, discussion, results. OR, is very vague.	Contains none of the elements, but makes an effort to do so.	Missing or illegible
Purpose (Problem under investigation)	Accurately and understandably connects the independent variable(s) with dependent variable(s), in a short, concise sentence(s).	Shows an understanding of relationship between IV and DV, but does not include all IVs or DVs	Identifies variables, but does not correctly identify IV from DV	Attempt is made, however variables are not IVs or DVs	Missing or illegible
Methods (Describe how research was performed)	Fully describes controlled variables &/or research design and clearly outlines how to perform the research for someone who is reading the paper for the first time. NOT A LIST.	Missing one element: control of variables, clear outline of design. OR, is written as a list	Missing two elements: control of variables and clear outline of design	Attempt is made, but reader cannot replicate design	Missing or illegible
Results (Describe qualitative and quantitative outcomes)	Clearly states the qualitative and quantitative results of the research (either primary or secondary) in tables and/or graphs. Does not begin explaining results.	States the qualitative and/or quantitative results of the research in a manner that is mostly clear to the reader. Tables or graphs are used for most of the results. Results may be partially explained.	States the qualitative and/or quantitative results of the research in a manner that is mostly clear to the reader but some results are missing. Tables or graphs are used for most of the results. Results may be partially explained.	States the qualitative and/or quantitative results of the research in a manner that is not clear to the reader but some results are missing. Tables or graphs are not used for the results. Results may be partially explained.	Missing or illegible
Discussion Explains implications for results	Clearly explains how the results do or do not fit with previous research, thoroughly explains all limitations to the research, and explains ways that research could be improved for future studies.	Clearly explains how the results do or do not fit with previous research, explains some limitations to the research, and explains one way that research could be improved for future studies.	Clearly explains how the results do or do not fit with previous research but does not explain limitations to the research or ways the research could be explained in the future.	Explains how the results do or do not fit with previous research, but explanation is unclear. Does not explain the limitations to research or ways research could be improved.	Missing or illegible
ENGLISH COMPONENTS					
Concision (All)	Demonstrates an intentional and strategic use of word choice and sentence structures that effectively and efficiently convey the meaning at hand.	Writing is largely free of extraneous expressions and unnecessary repetition.	Some extraneous expressions and redundancy are present but do not detract from the meaning of the idea.	Writing may contain some extraneous expressions and be redundant in some places.	Several redundant and/or extraneous expressions detract from the meaning of the essay.
Choice in Presentation of Evidence / Alignment (Results & Discussion)	Evidence is cited from multiple credible sources. Evidence selected provides compelling and convincing support for the purpose and data. Evidence is presented clearly and succinctly, appropriately utilizing a variety of methods, i.e. quoting, blocking, and paraphrasing.	Evidence selected strongly and accurately supports the purpose & data. Evidence is presented clearly, succinctly, and through an appropriate method.	Evidence is appropriate in amount and context, but may be unclear in certain places.	Evidence is present but not appropriate and clear at all times.	No relevant evidence.
Context (explanations) (Discussion)	Provides concise, clear and accurate background information about text/evidence when necessary; blends in this information smoothly.	Provides accurate, specific, and relevant general background information about text/evidence when necessary.	Provides relevant and accurate general background information about the text/evidence but the information may be vague.	Provides some background information about the evidence presented but some information is vague, inaccurate, and irrelevant.	No context provided for evidence.
Spelling/grammar (All)	Few or no mistakes in spelling.	Spelling is mostly correct; spelling errors do not hinder reading of essay.	Task and content specific language is spelled correctly.	Several words are misspelled and slightly detract reading of essay.	Several words are misspelled and largely detract reading of essay.
MLA (Citations)	Header, title, and text are properly formatted and spaced. Works cited page is in alphabetical order with no errors.	Header, title, and text are properly formatted and spaced. Works cited page has 1-2 errors.	Header is correctly formatted and provides correct information. The title is centered. Works cited page contains 3-4 errors.	Formatting and works cited pages are incorrect and contains 4-5 errors.	Formatting and works cited pages are incorrect and contains more than 5 errors.