

INSTRUCTIONS:

Thanks for all your work and to all of you who are willing to participate with this work.

Please look for an email regarding the offering of rubric calibration sessions this term.

Some of you have a great deal of experience working with this rubric, others much less so. Even if you do not make it to a calibration sessions, please submit your rubric evaluations of each student's final research paper.

During the summer we will enter this data and do some analysis and present the results to you in the GSTR workshops in August.

Important notes:

1. You may choose to share your rubric evaluation with your students but you do not need to.
2. You do not need to let this exercise impact your current grading practices.
3. There will be no effort to evaluate how students perform with specific classes, these data will be viewed globally to seek to understand where our students struggle and excel and to seek opportunities for the program to improve.

Please submit your completed forms to Sam Cole at CPO 2204.

Scott & Althea

Rubric to Assess GSTR Research Projects

Colleagues: Please use this rubric to evaluate your student's demonstrated proficiency across the six categories and then complete the quantitative reasoning audit questions [MARK the appropriate number]. Skip the last question if you determine that quantitative reasoning is not relevant to the topic/thesis. You do not need to share this information with the student or let this impact your traditional marking procedures. Once completed please consider this data confidential and send it in the enclosed envelop to Sam Cole—CPO 2204.

Student Name & B-number: _____

Purpose/Thesis

- _____ 4: well-focused, with a substantive and sharply articulated thesis
- _____ 3: focus and thesis are present, but may be more general or diffuse or less compelling
- _____ 2: topic is clear, but lacks a developed thesis
- _____ 1: purpose simplistic or unclear or not present

Organization/Structure

- _____ 4: coherent, logical, purposeful, and appropriate to thesis/topic
- _____ 3: generally coherent [but with some lapses in logic and completeness]
- _____ 2: beginnings of a workable structure [with some major gaps or inappropriate choices or unnecessary repetitions]
- _____ 1: confusing and ineffective

Reasoning and evidence

- _____ 4: substantive ideas, convincingly and systematically developed with reasoning and evidence that demonstrates depth and sophistication
- _____ 3: substantive ideas, adequately developed; may have occasional lapses in reasoning or evidential support
- _____ 2: simplistic ideas, inadequately developed; evidence present but insufficient; reasoning is sometimes difficult to follow or unconvincing
- _____ 1: general statements supported with little, if any, evidence; reasoning is uncritical, illogical, and/or simplistic

Research/ Source Material

- _____ 4: uses high-quality (peer-reviewed, date-appropriate, varied) sources appropriate to the topic
- _____ 3: uses mixed-quality sources appropriate to the topic
- _____ 2: uses low-quality (e. g, non-peer reviewed websites, general encyclopedias) generally relevant to the topic
- _____ 1: uses low-quality sources generally irrelevant to the topic; or uses few, if any, sources

Citations/Style Conventions

- _____ 4: follows a standard style convention for citations and bibliography systematically and accurately
- _____ 3: follows a standard style convention for citations and bibliography with some nontrivial errors
- _____ 2: citation and bibliography format is inconsistent and incomplete
- _____ 1: citation and bibliography format is haphazard and confusing

Language Use (grammar, mechanics, style)

- _____ 4: demonstrates familiarity and ease with the conventions of written English; few problems with usage, punctuation, sentence structure, or spelling, none serious
- _____ 3: reflects awareness of conventions of written English, occasional lapses in usage, punctuation, sentence structure, or spelling only rarely interfere with meaning
- _____ 2: displays a discernible awkwardness with the conventions of written English; frequent repetitions and/or frequent problems with sentence structure, diction, usage, grammar, and spelling that may sometimes interfere with meaning
- _____ 1: displays serious problems with mechanics and grammar

Quantitative Information is

- _____ 3: centrally relevant to this topic/thesis
- _____ 2: somewhat relevant to the topic/thesis
- _____ 1: not relevant to the topic/thesis

Quantitative Information

- _____ 4: uses quantitative information effectively to strength the essay's argument
- _____ 3: uses quantitative information to support the argument, but not always clearly and effectively
- _____ 2: quantitative information is present but it does little to advance the essay's argument or purpose
- _____ 1: quantitative information is present or only hinted at through the use of vague terms like "many," "few," "increasing," "small," in place of actual quantities.