Student’s Name: Evaluator’s Name:

**MA Research Paper Assessment Rubric**

***Directions****: Place an * *in the box (can double click on it); return directly and confidentially to the Chair of the Department of FCS Graduate Committee.*

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| **Attribute** | **UNSATISFACTORY (1)** | **BASIC (2)** | **PROFICIENT (3)** | **DISTINGUISHED (4)** |
| **Introduction / Thesis Statement** | Weak introduction of topic, thesis & subtopics thesis is weak and lacks an arguable position. | Adequate introduction that states topic, thesis and some of the subtopics; thesis is somewhat clear and arguable. | Proficient introduction that states background information, provocative question, topic, thesis, and all subtopics in proper order; - thesis is a clear and arguable statement of position. | Exceptional introduction that grabs interest of reader and states background information, provocative question, topic, thesis, and all subtopics in proper order; thesis exceptionally clear, arguable, well developed, and a definitive  statement. |
| **Quality of Information / Evidence** | Limited information on topic with lack of research, details or historically accurate evidence. | Some aspects of paper is researched with some accurate evidence from limited sources. | Well researched in detail with accurate & critical evidence from a variety of sources. | Exceptionally researched with extreme detail, historically accurate with critical evidence from a wide  variety of sources. |
| **Support of Ideas / Analysis** | Limited connections made among analysis of evidence, subtopics, counterarguments & thesis / topic; complete lack of or  inappropriate conclusions. | Some connections made among analysis of evidence, subtopics, arguments & thesis  / topic; limited or somewhat inappropriate conclusions. | Consistent connections made among analysis of evidence, subtopics, arguments & thesis  / topic; good and generally appropriate conclusions. | Exceptionally critical, relevant, consistent connections among arguments, analysis, subtopics, & thesis/topic; excellent, appropriate  conclusions. |
| **Organization / Development of Ideas** | Lacks clear and logical presentation and development of ideas; weak transition b/w ideas and paragraphs. | Somewhat clear and logical presentation and development of ideas; adequate transitions b/w paragraphs. | Clear and logical presentation and development of ideas that support thesis; good transitions b/w paragraphs. | Exceptionally clear, logical, mature, thorough presentation and development of ideas that support thesis; excellent transition between  paragraphs. |
| **Language Conventions** | Inconsistent grammar, spelling and paragraphing throughout paper. | Periodic errors in grammar, spelling and paragraphing. | Clear, with minimal errors in grammar, spelling and paragraphing. | Very concise, clear, with consistently proper grammar, spelling and paragraphing. |
| **Documentation** | Very inconsistent or incorrect use of citations in both text and Works Cited section. | Sometimes inconsistent or incorrect use of citations in both text and Works Cited. | Consistent and correct format in both text and Works Cited section. | Proper detailed format always used consistently and correctly in both text and Works Cited. |
| **Completed in Timely Manner** | Completed in more than 15 months after approval of  research topic. | Completed within15 months after approval of research  topic. | Completed within 12 months after approval of research  topic. | Completed within 9 months after approval of research topic. |
| **Revisions Process** | Revisions generally ineffective, disregard much of faculty  feedback; excessive revisions necessary. | Somewhat effective revisions that incorporate much of  faculty feedback; many revisions necessary. | Mostly effective revisions that incorporate faculty feedback; reasonable amount of revision. | Excellent revisions that incorporate faculty feedback; few revisions necessary. |

***Please remind your student to respond to the anonymous exit survey for assessing the graduate programs (link is in the graduate handbook).***

*Revised 4/29/2010*