

Student Name:

Course:

Section Number:

HMGT 3502 Research Seminar Writing Rubric

Instructions: - Check in only one box after each of the questions, for example or .
Use a No. 2 pencil, blue or black ballpoint pen (not gel pens).

Performance Criteria	High Proficiency	Proficiency	Some Proficiency	No Proficiency
Grading Points:				
Context and Purpose for Writing (includes consideration of audience & circumstances surrounding the task)	Thorough understanding of context, audience, and purpose that is responsive to the assigned task(s). <input type="checkbox"/>	Adequate consideration of context, audience, and purpose with a focus on the assigned task(s). <input type="checkbox"/>	Some evidence of awareness of context, audience, purpose, and the assigned task(s); begins to show awareness of audience's perceptions and assumptions. <input type="checkbox"/>	Minimal attention to context, audience, purpose, and to the assigned task(s). <input type="checkbox"/>
Format	Accurately follows the standardized format or given instructions; all sections are present and clearly labeled; each section contains all of the appropriate information. <input type="checkbox"/>	Mostly follows the standardized format or given instructions; contains all sections, whose content is generally correct with only occasional lapses; minor edits are required. <input type="checkbox"/>	Minimally follows the standardized format or given instructions; some sense of organization and structure; contains all sections, but the content within each section is not appropriate. <input type="checkbox"/>	Does not adhere to standardized format (APA) or given instructions; no sense of introduction, body, conclusion; does not contain all sections required; handwritten/sloppy in appearance. <input type="checkbox"/>
Language	Very few errors in sentence structure and mechanics; exhibits good to excellent command of language and professional terminology; sentences are complex and vocabulary is sophisticated; skillfully communicates meaning to readers with clarity and fluency. <input type="checkbox"/>	Few errors in spelling, grammar, verb tense and punctuation; sentence structure (subject and predicate) is generally correct although still simplistic and occasionally repetitious.; generally straightforward language that conveys meaning to the readers. <input type="checkbox"/>	Several instances of grammatical errors and demonstrates a lack of editing; sentence structure is simplistic, little variety; although there are errors, uses language that conveys meaning to readers. <input type="checkbox"/>	Numerous errors in spelling, grammar, verb tense and punctuation; no paragraphs, numerous fragmented sentences; extremely limited vocabulary; use of language impedes meaning because of errors in usage. <input type="checkbox"/>
Communication	Thoughts are carefully organized and allows reader to easily follow all of the arguments; no lapses in logic or clarity; thoughts are clearly expressed with focus and fluency. <input type="checkbox"/>	Thoughts are organized and the main ideas are exposed, but some connections are not clearly supported by the written text; topic presented (or proof if applicable) is clear, with very minor lapses. <input type="checkbox"/>	Thoughts are expressed using vague language; attempts to convey main ideas of the paper but lacks focus and fluency; overall document is somewhat confusing. <input type="checkbox"/>	Does not articulate thoughts or ideas; organization of the document is not clear enough for reader to follow arguments; lacks focus and fluency in writing. <input type="checkbox"/>
Analysis /Synthesis	Successfully performed a thorough analysis; all important results/arguments are clearly identified and motivated; presence of significant personal comments and observations prove a real understanding of the topic. <input type="checkbox"/>	Statement of the important results are clear and complete but may include too much information or information that is not relevant; analysis of important points (or data) is well-thought-out but lacks a few important points; relevant comments or real world connections are included. <input type="checkbox"/>	Statement of important results/content is incomplete; some personal comments are present but not particularly relevant for the discussion; identifies the critical elements but does not demonstrate an accurate comprehension of the concept; analysis of important points (or data) is incoherent and or incomplete. <input type="checkbox"/>	Demonstrates little understanding of what the important data/content that should be presented; comments, if present, are superficial or not related to the main topic discussed, does not identify significant professional standard findings; analysis of important points (or data) is lacking. <input type="checkbox"/>
Supporting Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. <input type="checkbox"/>	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. <input type="checkbox"/>	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. <input type="checkbox"/>	Does not attempt to use sources to support ideas in the writing, or provides inappropriate sources. <input type="checkbox"/>