## ILLINOIS INSTITUTE OF TECHNOLOGY

## School of Applied Technology

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## \_\_ Research Paper Grading Criteria

Student Name:\_

Area / Points Possible	Outstanding	Good	Marginal	Unsatisfactory	Score
Topic Selection 10 points	Challenging; requires signific- ant intellectual resources; po- tential for a new or different perspective. 10	Requires above average intellec- tual work; some potential for a new or different perspective. 9	Requires modest intellectual work; limited potential for new or different perspective. 8	Requires little or no intellectual work; minimal potential for dif- ferent perspectives. 7 or less	
Content 30 points	Focused; every paragraph works to support an easily iden- tifiable thesis; contains enough material to treat the topic fully and convincingly; paragraphs typically display rich develop- ment; sources are relevant and credible, and their scope brings a multi- dimensional perspect- ive to the topic. Writing is excep- tionally clear, focused, and in- teresting. It holds the reader's attention throughout. Main ideas stand out and are de- veloped by strong support and rich details suitable to audience and purpose. 30/29/28	Thesis is easily identifiable and solidly supported; minimal lapses in focus; contains enough material to treat the topic well, but occasionally could go into more depth; paragraphs fre- quently display rich develop- ment; sources are relevant and credible, but could be a bit broader in scope. Writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and pur- pose. 27/26/25	Thesis is easily identifiable, but support for it periodically lapses due to a loss of focus; contains enough material to do basic justice to the topic; paragraphs sometimes lack adequate devel- opment; sources are limited in scope, and one or two have questionable relevance or cred- ibility. The reader can under- stand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting de- tail is often limited, insubstan- tial, overly general, or occasion- ally slightly off-topic. 24/23/22	The paper drifts; it has no clear thesis and, thus, its focus fre- quently lapses; the material is sketchy in its support of the top- ic; paragraphs frequently lack a point or are undeveloped; not enough relevant, credible sources used. Writing lacks a central idea or purpose. 21 or less	
Organization 20 points	The structure of the material is readily discernible and moves the reader surely through the text; the introduction sparks in- terest in the topic, provides con- text that prepares a reader to read with understanding, and steers the reader easily to the thesis; the conclusion provides a thoughtful endpoint and satisfy- ing sense of closure. The organ- ization enhances the central idea(s) and its development. 20/19	The structure of the material is readily discernible and moves the reader surely through the text; the introduction is compet- ent but perhaps a bit strained or trite and less than thorough in undertaking necessary prelimin- aries; the conclusion is compet- ent but somewhat lacking in thoughtfulness or in providing a sense of closure. 18/17	The organizational structure is barely strong enough to move the reader through the text without undue confusion; the introduction and conclusion are functional but mechanical. An attempt has been made to or- ganize the writing; however, the overall structure is inconsistent or skeletal. 16/15	The writing lacks a clear sense of direction; ideas or details seem strung together loosely or randomly, or there is no identi- fiable structure, the introduction and conclusion are either miss- ing or superficially done. The writing lacks coherence; organ- ization seems haphazard and disjointed. Even after reread- ing, the reader remains con- fused. 14 or less	
<b>Documentation</b> 20 points	Sources, whether quoted, para- phrased, or summarized, are correctly cited within the text and properly documented in the bibliography at the end of the text . The writing demonstrates exceptionally strong commit- ment to the quality and signific- ance of research and the accur- acy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believeable or important a piece of inform- ation is by checking the source. 20/19	Minor errors in the in-text cita- tions or bibliography; a reader can easily identify where sources are used. The writing demon- strates a strong commitment to quality and significance of re- search and the accuracy of the written document. Documenta- tion is used to avoid plagiarism and to enable the reader to judge how believable or import- ant a piece of information is by checking the source. Errors are so few and so minor that readers can easily skim right over them unless specifically searching for them. 18/17	A occasional flawed or missing in-text citation obscures the source being used; a source doc- umented in the bibliography oc- casionally lacks required inform- ation. The writing demonstrates a limited commitment to the quality and significance of re- search and the accuracy of the written document. Documenta- tion is sometimes used to avoid plagiarism and to enable the reader to judge how believeable or important a piece of informa- tion is by checking the source. 16/15	Sources are often not cited or documented, and often stray from the proper form. The writ- ing demonstrates disregard for the conventions of research writing. Lack of proper docu- mentation result in plagiarism and do not enable the reader to check the source. 14 or less	
Style/Expression 10 points	Words convey the meaning in a precise, natural way; the writing has energy and compels interest throughout; sentences are var- ied in structure, flow easily, and are clear; a reader would not have to stop and puzzle over what they mean. 10	Word choice shows care, but every so often it is imprecise or seems forced; the writing is solid and clear, but only on occasion does it compel interest. 9	Word choice is periodically im- precise, even incorrect at times; the writing is functional but overall is unremarkable; sen- tences seem mechanical in con- struction; at times, a sentence may be awkward, tangled, or puzzling. 8	Words are too often imprecise or incorrectly chosen; the writ- ing lacks fluidity; a reader would have to work too hard to understand many of the sen- tences. 7 or less	
Correctness 10 points	The writer demonstrates a solid grasp of the conventions of standard English; errors in grammar, usage, spelling, and sentence structure are so few or minor that they would not de- rail a reader's movement through the text. 10	The writer demonstrates a solid grasp of the conventions of standard English; however, there are a few noticeable errors that a careful proofreading should have caught. 9	The writer shows a reasonable control of standard English writ- ing conventions; errors are min- imal, but serious enough to de- tract from the text's readability. 8	Error in grammar, usage, spelling, and sentence structure repeatedly distract a reader and make the text a chore to read. 7 or less	
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