<table>
<thead>
<tr>
<th>Writer's Voice</th>
<th>Style/Usage</th>
<th>Organization</th>
<th>Essay's Main Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>No voice or voice is weak.</td>
<td>Almost no grammar errors, and language is clear.</td>
<td>No organizational structure.</td>
<td>No main point is developed.</td>
</tr>
<tr>
<td>Writing is wordy and lacks focus.</td>
<td>Language is used in the essay, and the writer generally uses sophisticated language.</td>
<td>An organizational plan is implied, but not generally evident.</td>
<td>Point(s) of view are well chosen, but show some complexity.</td>
</tr>
<tr>
<td>Writing is not well-focused, and ideas are presented in a circular or repetitive structure.</td>
<td>The writer seems to forget the piece unfolds, interests, and engages the reader.</td>
<td>An organizational plan is implied, but not generally evident.</td>
<td>Points of view are well chosen, but show some complexity.</td>
</tr>
<tr>
<td>Writing is bland. There is little feeling.</td>
<td>Writing reveals a strong personal identity and presents a full picture of who the student is.</td>
<td>No organizational plan is implied.</td>
<td>Develops an interesting idea, and develops and develops throughout.</td>
</tr>
<tr>
<td>Writing reveals a strong personal identity and presents a full picture of who the student is.</td>
<td>Essay leaves the reader wanting more.</td>
<td>An organizational plan is implied, but not generally evident.</td>
<td>Develops a complex idea over the course of the essay.</td>
</tr>
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<td>Develops a complex idea over the course of the essay.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Weakest</th>
<th>---</th>
<th>---</th>
<th>Strongest</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Clark University Writing Rubric - Admissions
<table>
<thead>
<tr>
<th>Score</th>
<th>Does Not Meet Standard</th>
<th>Nearly Meets Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>Evidence of 2 or less</td>
<td>Evidence of 3</td>
<td>Evidence of 4</td>
<td>Evidence of 5</td>
</tr>
</tbody>
</table>

**Bibliography**
- Bibliography should include at least three sources.
- Sources should be cited in APA format.
- Each source should be listed in a separate line.

**Conclusion**
- The conclusion should be clear and summarize the main points.
- It should not introduce new ideas.

**Organization**
- The paper should have an introduction, body, and conclusion.
- Each section should be clearly marked.

**Body**
- Each paragraph should have a clear topic sentence.
- Support should be provided from the sources.
- Citations should be included for all sources.

**Introduction**
- The introduction should grab the reader's attention.
- It should provide background information.
- It should state the purpose of the paper.

**Thesis Statement**
- The thesis statement should be clear and specific.
- It should be located in the introduction.

**The Page**
- Use standard margins and font size.
- Double-space the text.

**The Research Paper Rubric**
- Name: [Student's Name]
- Date: [Date]

**Categories**
- Bibliography
- Citaion
- Literature
- Mechanics
- Condition
- Development of-line
- Organization
- Body
- Introduction
- Thesis Statement
- The Page

**Score**
- 1: Does Not Meet Standard
- 2: Nearly Meets Standard
- 3: Meets Standard
- 4: Exceeds Standard
<table>
<thead>
<tr>
<th></th>
<th>Word Use</th>
<th>Sentence and Word Use</th>
<th>Sentence and Word Use</th>
<th>Sentence and Word Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No errors</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td><strong>Capitalization and Punctuation</strong></td>
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<tr>
<td><strong>Numbers</strong></td>
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<tr>
<td><strong>Numbers</strong></td>
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<tr>
<td><strong>No errors</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>No errors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Results**

- Provides clear, concise, and complete answers to the questions.
- Answers are complete and accurate.
- Follows the steps outlined in the procedures.
- Includes all necessary calculations and data.
- Presents conclusions that are supported by the evidence.

**Discussion**

- Discusses the reasons behind the results.
- Compares the results with previous studies.
- Proposes future research.

**Conclusion**

- Summarizes the main findings of the experiment.
- States the implications of the results.
- Makes suggestions for further research.

**Materials**

- Lists all materials and equipment used.
- Provides a detailed description of each.

**Procedure**

- Lists all steps in a logical order.
- Provides clear, concise instructions.
- Includes safety precautions.

**Hypothesis**

- States the hypothesis or question.
- Describes the prediction(s).
- Identifies any controls or variables.

**Question**

- States the question or hypothesis in clear and concise terms.
- Identifies the experimental variables.
- Formulates the hypothesis.

**Evidence**

- Provides data that supports the hypothesis.
- Includes charts, graphs, and other visual aids.

**Title Page**

- Includes the title, name of the course, and name of the student.

**Exceeds Standard**

- Provides clear, concise, and complete answers to the questions.
- Answers are complete and accurate.
- Follows the steps outlined in the procedures.
- Includes all necessary calculations and data.
- Presents conclusions that are supported by the evidence.

**Meets Standard**

- Provides clear, concise, and complete answers to the questions.
- Answers are complete and accurate.
- Follows the steps outlined in the procedures.
- Includes all necessary calculations and data.
- Presents conclusions that are supported by the evidence.

**Nearly Meets Standard**

- Provides clear, concise, and complete answers to the questions.
- Answers are complete and accurate.
- Follows the steps outlined in the procedures.
- Includes all necessary calculations and data.
- Presents conclusions that are supported by the evidence.

**Does Not Meet Standard**

- Provides clear, concise, and complete answers to the questions.
- Answers are complete and accurate.
- Follows the steps outlined in the procedures.
- Includes all necessary calculations and data.
- Presents conclusions that are supported by the evidence.
<table>
<thead>
<tr>
<th>Score</th>
<th>Name</th>
<th>Date</th>
<th>Portfolio Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet Standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds Standard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reflective Essay

**Rubric:**

**Score:**

- **Criterions:**
  - **Absence:**
    - **Organizational Structure and Evidence:**
      - 5 criteria (min)
    - **Absence:**
      - Less than 5 criteria
    - **Processes:**
      - 6 criteria (min)

- **Essays:**
  - Guide and rubrics
  - Observation form
  - Research paper
  - Application

- **Category:**
  - Learns to meet criteria
  - Learns to apply skills

- **Organization:**
  - Criteria: (min)
  - Criteria: (min)
  - Criteria: (min)
  - Criteria: (min)

- **Appearance:**
  - Clean and concise
  - Thoroughly organized
  - Well-written

---

**Mechanics:**

- **Syntax:**
  - Correct usage
  - Correct punctuation

- **Words:**
  - Clear and concise

- **Spelling:**
  - Correct spelling

- **Vocabulary:**
  - Clear and concise

- **Sentence Structure:**
  - Clear and concise

---

**Content:**

- **Idea Development:**
  - Clear and concise

- **Organization:**
  - Clear and concise

- **Conclusion:**
  - Clear and concise

---

**Grammar:**

- **Word Choice:**
  - Clear and concise

- **Punctuation:**
  - Clear and concise

- **Spelling:**
  - Clear and concise

- **Syntax:**
  - Clear and concise

---

**Organization:**

- **Mechanics:**
  - Clear and concise

- **Content:**
  - Clear and concise

- **Appearance:**
  - Clear and concise
<table>
<thead>
<tr>
<th>Question</th>
<th>Feedback</th>
<th>Question</th>
<th>Feedback</th>
<th>Question</th>
<th>Feedback</th>
<th>Question</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Response 1</td>
<td>Question 2</td>
<td>Response 2</td>
<td>Question 3</td>
<td>Response 3</td>
<td>Question 4</td>
<td>Response 4</td>
</tr>
</tbody>
</table>

**Score:**

**Net Meets Standards:**

**Meets Standard:**

**Exceeds Standard:**

To evaluate each item individually, select the box which most closely describes student performance. Alternatively, you can "spill the indicators" by using the check boxes before each indicator.

---

**Oral Presentation:**

**Score:**

**Date:**

**Name:**
### Science Research Paper Evaluation Rubric

**Student Name:**

This analytic rubric is used to verify specific tasks performed when producing a research paper. If the task has been successfully completed, all points are awarded. No points are awarded if the task is not complete.

<table>
<thead>
<tr>
<th>Category</th>
<th>Scoring Criteria</th>
<th>Points</th>
<th>Student Evaluation</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract 10 points</td>
<td>Separate page abstract clearly summarizes the essential research findings and conclusion in less than 200 words.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title Page 5 points</td>
<td>Title page consists <em>only</em> of: a descriptive title for the paper, author's name, and paper completion date.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction 15 points</td>
<td>A thesis statement makes the research topic clear.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Background information is provided to establish the importance of the research topic.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report of Research 15 points</td>
<td>Scientific terms and concepts are properly used.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research findings are presented in the student's words, not &quot;cut and pasted&quot;.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least one research reference is &quot;quoted&quot;.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion 15 points</td>
<td>The most important research findings are restated.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student's final thoughts about the research topic are stated.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography 10 points</td>
<td>No new information is introduced.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A single page annotated bibliography is provided. <em>(A brief description of the information contained in the source is proved for each reference.)</em></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 15 points</td>
<td>Professional Vernacular - a single page with all relevant terms defined.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diagram - at least one diagram or picture of importance related to the research topic is included.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research organization is demonstrated by including the concept map used to plan the paper.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewrite 15 points</td>
<td>Paper demonstrates an effort to produce a professional paper free of grammar, spelling, and typing errors.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are no &quot;first person&quot; statements in the paper.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>Students are expected to honestly evaluate their own work. If the difference between the student evaluation and the teacher evaluation is more than 10 points, 5 points will be deducted from the teacher's score when the grade is recorded.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>