

Unit One Paper Rubric  
Sciences Unit – The Workings of Memory

Category	4	2-3	0-1
<p><u>Topic / Subject</u> Essays written in an academic context are expected to contain a thoughtful and insightful controlling idea that is sustained throughout the paper.</p>	<p>Topic/subject is clear and insightful. The paper exhibits one or more of the following:</p> <ul style="list-style-type: none"> <li>- a thought-provoking controlling idea (hypothesis or thesis statement).</li> <li>- the controlling idea is sustained consistently.</li> <li>- awareness of the larger context (the “so what”).</li> <li>- the writer takes risks in his/her analysis.</li> </ul>	<p>Topic/subject is clear and plausible. The paper exhibits one or more of the following:</p> <ul style="list-style-type: none"> <li>- a clear controlling idea.</li> <li>- the controlling idea is sustained consistently.</li> <li>- analysis sometimes gestures toward the larger context.</li> </ul>	<p>Topic/subject is unclear or does not exhibit original thinking:</p> <ul style="list-style-type: none"> <li>- the controlling idea is not made explicit in the course of the paper.</li> <li>- the controlling idea is not sustained consistently.</li> <li>- the ideas contained in the paper repeat class discussions without elaborating / expanding.</li> </ul>
<p><u>Support</u> Essays written in an academic context are expected to provide support for main points with reason, explanations, and examples that are appropriate for the intended audience.</p>	<p>Support information is related to and supportive of the topic/subject:</p> <ul style="list-style-type: none"> <li>- paraphrases are adeptly connected to the writer's ideas.</li> <li>- quotes are used sparingly.</li> <li>- source material fully &amp; convincingly supports the ideas.</li> <li>- support material is seamlessly integrated with the writing.</li> </ul>	<p>Support information may have minor weaknesses :</p> <ul style="list-style-type: none"> <li>- some attempt is made to connect source material to the writer's ideas.</li> <li>- overuse of quotes.</li> <li>- source material adequately supports the ideas.</li> <li>- support material is integrated with the writing.</li> </ul>	<p>An attempt has been made to add support information, but it was unrelated or confusing:</p> <ul style="list-style-type: none"> <li>- connection between writer's ideas and source material is unclear.</li> <li>- source materials are misused or irrelevant</li> <li>- source material is not integrated with the writing.</li> </ul>
<p><u>Organization</u> Essays written in an academic context are expected to be well-organized, in both overall structure and paragraphs.</p>	<p>The paper is well-structured:</p> <ul style="list-style-type: none"> <li>- the paper's form contributes to its purpose.</li> <li>- paragraphs are unified and coherent.</li> <li>- paragraphs are carefully linked to the topic/subject.</li> <li>- paragraphs are well-ordered.</li> <li>- the paper transitions seamlessly between ideas.</li> </ul>	<p>Minor lapses in organization may be present:</p> <ul style="list-style-type: none"> <li>- paragraphs are adequately organized, unified and/or coherent.</li> <li>- paragraphs are generally linked to the topic/subject.</li> <li>- paragraphs are adequately ordered.</li> <li>- the paper transitions between ideas.</li> </ul>	<p>The paper is poorly structured:</p> <ul style="list-style-type: none"> <li>-organizational flaws undermine its effectiveness.</li> <li>-paragraphs are not well organized, nor are they linked to the topic/subject.</li> <li>- the paper lacks transitions between ideas.</li> </ul>
	<b>3</b>	<b>2</b>	<b>1</b>
<p><u>Summaries</u></p>	<p>Each summary:</p>	<p>One or more summaries may need</p>	<p>Each of the summaries needs</p>

Unit One Paper Rubric  
Sciences Unit – The Workings of Memory

Summaries written for academic purposes are concise and accurately reflect the most important elements of the source material.	- contains the main ideas of the source. - does not contain irrelevant information. - indicates the important publication details.	improvement: - one or more main ideas is missing. - irrelevant information is included. - does not indicate the important publication details.	improvement: - missing main ideas. - irrelevant info is included. - does not indicate the important publication details.
	2	1	0
<u>Revision</u> Essays written in an academic context should reflect the process of writing through revision.	The paper show substantial revision between the full-length and polished draft.	The paper shows moderate revision between the full-length and polished draft.	The paper shows little to no revision between the full-length and polished draft.
<u>Style</u> Essays written in an academic context are expected to be stylistically effective. That is, to contain well structured sentences, well chosen words, and an appropriate tone, as a means of achieving its purpose.	The style enhances the paper's effectiveness and supports its purpose: - fluid sentence structures and creative word choices. -tone appropriate to an academic audience. - the writer's voice is present. -an interesting title that reflects the topic. -engaging introduction and conclusion.	The style contributes to the paper's effectiveness and adequately supports its purpose: - correct sentence structures and appropriate word choices. - tone appropriate to an academic audience. - title reflects the topic. - engaging introduction or conclusion.	The style detracts from the paper's effectiveness or is inappropriate to its purpose: -poor sentence structure and/or word choice. -tone is inappropriate to an academic audience. -the title does not reflect the topic. -weak introduction and/or conclusion.
	1	0	
<u>APA Format:</u> Essays written in an academic context are expected to conform to a scholarly style guide.	The paper is correctly formatted according to APA standards.	The paper exhibits errors in APA format: – in-text citations – references list – past tense to refer to readings	