

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

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Summaries written for academic purposes are concise and accurately reflect the most important elements of the source material.	<ul style="list-style-type: none"> - contains the main ideas of the source. - does not contain irrelevant information. - indicates the important publication details. 	improvement: <ul style="list-style-type: none"> - one or more main ideas is missing. - irrelevant information is included. - does not indicate the important publication details. 	improvement: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> -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: <ul style="list-style-type: none"> - in-text citations - references list - past tense to refer to readings 	