

**Table 3 Research Proposal Rubric (Human Services)**

<b>Criterion Area "Quality of..."</b>	<b>Improvement Needed (0 pts)</b>	<b>Minimum Performance (1 pt)</b>	<b>Medium Performance (2 pts)</b>	<b>Excellent Performance (3 pts)</b>
<b>1. Reader Orientation</b>	Title focus unclear	Title focus needs work	Title focus fairly clear	Title focus very clear
	Variables not noted	Variables unclear in title	Variables noted indirectly but accurately in title	Variables directly noted in title
	First paragraph(s) on page 3 did not orient readers to topic and Hypothesis	First paragraph(s) unclear about topic and hypothesis	First paragraph(s) on page 3 fairly clear for readers about topic and hypothesis	First paragraph(s) on page 3 introduce(s) topic and hypothesis
<b>2. Abstract</b>	Abstract not present	Abstract too general or lacks operational detail	Abstract fairly balanced and operationally oriented	Abstract balanced and operationally oriented
		Hypothesis not central enough	Hypothesis kept fairly central	Hypothesis kept central
		Substantial APA format errors	Minor APA format errors	In APA format
<b>3. Literature Review</b>	Citations all low quality	Citations not of high quality	Citations of fairly high quality	Citations of high quality
	Paraphrasing not used	Paraphrasing not used well	Paraphrasing fairly accurate	Paraphrasing accurate
	Citation selection incoherent	Citations selected for topic, not purpose	Citations sometimes redundant	Citations met logical needs
<b>4. Hypothesis</b>	Hypothesis not stated	Hypothesis topical	Hypothesis partially operational	Hypothesis operational
		Hypothesis unrealistic	Hypothesis global	Hypothesis realistic
		Hypothesis ambiguous	Hypothesis not a future tense statement	Hypothesis one future tense statement
<b>5. Definition of Variables</b>	Ind. & dep. vars not described	Ind. & dep. vars defined qualitatively	Ind. & dep. vars partially operationally defined	Ind. & dep. vars operationally defined
	Ind./dep. vars incorrectly labeled	Ind/dep. vars given unclear labels	Ind/dep. vars given fairly clear labels	Ind/dep. vars given clear labels
<b>6. Design</b>	No design specified	Design ambiguously labeled	Design fairly accurately labeled	Design accurately labeled
		Design possible but weak for hypothesis	Design fairly good fit for hypothesis	Design best fit for hypothesis
		Design addresses few validity issues	Design addresses some validity issues	Design addresses main validity issues
<b>7. Method Section: Participants</b>	Participant pool incompletely described or missing	Mentioned sample but left details unclear	Participant pool fairly well described	Participant pool clearly identified
		Assignment (to group or level) procedure unclear	Assignment (to group or level) procedure left slightly unclear	Assignment (to group or level) procedure specified

(Table 3 continued)

Criterion Area "Quality of..."	Improvement Needed (0 pts)	Minimum Performance (1 pt)	Medium Performance (2 pts)	Excellent Performance (3 pts)
<b>8. Method Section:</b>  <b>Measure(s) (Dep. Vars)</b>	Measure(s) not identified	Measure(s) described but not named	Measure(s) described too informally	Measure(s) identified by title
		Measures incomplete or poor fit for hypothesis	Measures fairly sound fit for operational hypothesis	Measures fit operational hypothesis
		Reliability & validity not noted	Reliability & validity incompletely noted	Reliability & validity specified
<b>9. Method Section:</b>  <b>Procedures</b>	Procedures discussed only briefly or abstractly	Unclear data collection procedures	Fairly clear data collection procedures	Clear data collection procedures
		Incomplete materials, forms, & resources	Missing some materials, forms, & resources	Materials, forms, & resources specified
<b>10. Results &amp; Conclusion Sections</b>	Results presented in past tense or as actual data	Results not well-matched to procedures	Results overly elaborated for proposal	Results presented as one-sentence empirical estimate
		Conclusion not clearly related to hypothesis	Conclusion fairly well related to hypothesis	Conclusion related to hypothesis
<b>11. Appendix</b>	No appendix	Did not include specified documents	Included fairly well- designed supporting documents	Included well- designed supporting documents
		Did not follow format instructions	Appendix format somewhat inconsistent	Appendix format follows APA style or instructions
<b>12. Use of APA style</b>	Well below expectations in use of APA standards	Many grammar errors, etc.	Some grammar errors, etc.	Correct grammar, etc.
		Two format errors in title page	One format error in title page	Correct format of title page
		Used some headers but not logical	Used headers but one or more not appropriate	Appropriate headers
		Substantial errors in citations & references	Some format errors in citations & references	Correct format of citations and references
		Substantial organizational issues	Some organizational inconsistencies	Properly organized and balanced throughout
<b>Total Points/Grade:</b> A+ (36); A (33-35); A- (30-32); B+ (27-29); B (24-26); B- (21-23); C+ (18-20); C (15-17)				



# Interactive Rubric for Written Communication



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7. Mechanics ▾ Generic Resources EXAMPLES ▾ FEEDBACK for STAFF

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	CRITERIA	N (Fail)	P (Pass)	C (Credit)	D (Distinction)	HD (High Distinction)
1.	<b>PURPOSE</b> 1.1. Topic 1.2. Thesis (Argument) 1.3. Context 1.4. Audience 1.5. Genre	The writing demonstrates a very limited understanding of purpose. This is characterised by: · an irrelevant topic · a lack of thesis · an indiscernible context · little audience awareness · an inappropriate genre.	The writing demonstrates a basic understanding of purpose. This is characterised by: · a relevant topic · a thesis · a context · some awareness of audience · some familiarity with genre.	The writing demonstrates a sound understanding of purpose. This is characterised by: · a relevant topic · a clear thesis · an appropriate context · awareness of audience and · familiarity with genre.	The writing demonstrates a sophisticated and discriminating understanding of purpose. This is characterised by: · a relevant topic · an insightful thesis · a focused context · understanding of audience and · a mastery of genre.	The writing demonstrates a sophisticated and highly discriminating understanding of purpose. This is characterised by: · a relevant topic · an insightful thesis · a focused context · mastery of audience and · mastery of genre.
2.	<b>CONTENT</b> 2.1. Information & Data 2.2. Conceptual Knowledge 2.3. Examples & Illustrations 2.4. Sources 2.4.1. Relevance 2.4.2. Authority	The writing demonstrates a very limited and/or irrelevant selection of content and sources. This is characterised by: · lack of information, knowledge or examples · incorrect information, knowledge or examples · irrelevant information, knowledge or examples · lack of relevant and authoritative sources.	The writing demonstrates a basic yet relevant selection of content and sources. This is characterised by: · some relevant information, knowledge and examples · some relevant and authoritative sources.	The writing demonstrates a sound and relevant selection of content and sources. This is characterised by: · mostly relevant information, knowledge and examples · mostly relevant and authoritative sources.	The writing demonstrates a comprehensive and relevant selection of content and sources. This is characterised by: · consistently relevant information, knowledge and examples · consistently relevant and authoritative sources.	The writing demonstrates a comprehensive and highly relevant selection of content and sources. This is characterised by: · highly relevant information, knowledge and examples · highly relevant and authoritative sources.
3.	<b>ANALYSIS</b> 3.1. Logic 3.2. Evidence 3.3. Specificity 3.4. Creativity 3.5. Criticality 3.6. Reflexivity 3.7. Evaluation	The writing demonstrates a very limited analysis and synthesis of content. This is characterised by: · illogical claims · lack of evidence · over-generalised claims · unoriginal claims · uncritical claims · non-reflective claims · lack of evaluation.	The writing demonstrates a basic analysis and synthesis of content. This is characterised by occasional use of: · logical claims · evidence · specific claims · original claims · critical claims · reflective claims · evaluation.	The writing demonstrates a sound analysis and synthesis of content. This is characterised by frequent use of: · logical claims · evidence · specific claims · original claims · critical claims · reflective claims · evaluation.	The writing demonstrates a convincing analysis and synthesis of content. This is characterised by consistent use of: · logical claims · evidence · specific claims · original claims · critical claims · reflective claims · evaluation.	The writing demonstrates a highly discriminating and convincing analysis and synthesis of content. This is characterised by masterful use of: · logical claims · evidence · specific claims · original claims · critical claims · reflective claims · evaluation.

<p><b>4.</b></p> <p>4.1. 4.2. 4.3. 4.4.</p>	<p><b>STRUCTURE</b></p> <p>Section Paragraph Sequence Cohesive Ties</p>	<p>The writing demonstrates a very limited structuring and sequencing of content and analysis. This is characterised by:</p> <ul style="list-style-type: none"> <li>· incomplete sections</li> <li>· lack of paragraphing</li> <li>· confusing sequencing</li> <li>· lack of cohesive ties.</li> </ul>	<p>The writing demonstrates a basic structuring and sequencing of content and analysis. This is characterised by some use of:</p> <ul style="list-style-type: none"> <li>· clear sections</li> <li>· clear paragraphing</li> <li>· logical sequencing</li> <li>· effective cohesive ties.</li> </ul>	<p>The writing demonstrates a sound structuring and sequencing of content and analysis. This is characterised by frequent use of:</p> <ul style="list-style-type: none"> <li>· clear sections</li> <li>· clear paragraphing</li> <li>· logical sequencing</li> <li>· effective cohesive ties.</li> </ul>	<p>The writing demonstrates consistent and conventional structuring and sequencing of content and analysis. This is characterised by consistent use of:</p> <ul style="list-style-type: none"> <li>· clear sections</li> <li>· clear paragraphing</li> <li>· logical sequencing</li> <li>· effective cohesive ties.</li> </ul>	<p>The writing demonstrates highly effective and elegant structuring and sequencing of content and analysis. This is characterised by masterful use of:</p> <ul style="list-style-type: none"> <li>· clear sections</li> <li>· clear paragraphing</li> <li>· logical sequencing</li> <li>· effective cohesive ties.</li> </ul>
<p><b>5.</b></p> <p>5.1. 5.2. 5.2.1. 5.2.2. 5.2.3. 5.2.4. 5.3. 5.4. 5.4.1. 5.4.2. 5.4.3. 5.5. 5.6. 5.6.1. 5.6.2. 5.6.3. 5.6.4. 5.6.5. 5.7. 5.7.1. 5.7.2. 5.8.</p>	<p><b>STYLE</b></p> <p>Clarity Tenor <i>Mood</i> <i>Mode</i> <i>Narrative</i> <i>Form</i> <i>Active/Passive</i> <i>Voice</i> Tense Vocabulary <i>Academic</i> <i>Technical</i> <i>Inclusive</i> <i>Language</i> Literary Devices Referencing <i>Citations</i> <i>Reference List</i> <i>Quotations</i> <i>Application</i> <i>Paraphrasing</i> Formatting <i>Font</i> <i>Spacing</i> Length</p>	<p>The writing demonstrates an inappropriate and unconventional style. This is characterised by:</p> <ul style="list-style-type: none"> <li>· lack of clarity</li> <li>· inappropriate tenor</li> <li>· incorrect or erratic tense</li> <li>· limited vocabulary</li> <li>· inappropriate literary devices</li> <li>· unconventional referencing</li> <li>· unconventional formatting</li> <li>· inappropriate length.</li> </ul>	<p>The writing generally demonstrates an appropriate and conventional style. This is characterised by some use of:</p> <ul style="list-style-type: none"> <li>· clear expression</li> <li>· appropriate tenor</li> <li>· consistent tense</li> <li>· appropriate vocabulary</li> <li>· appropriate literary devices</li> <li>· conventional referencing</li> <li>· conventional formatting</li> <li>· appropriate length.</li> </ul>	<p>The writing demonstrates an appropriate and conventional style. This is characterised by frequent use of:</p> <ul style="list-style-type: none"> <li>· clear expression</li> <li>· appropriate tenor</li> <li>· consistent tense</li> <li>· appropriate vocabulary</li> <li>· appropriate literary devices</li> <li>· conventional referencing</li> <li>· conventional formatting</li> <li>· appropriate length.</li> </ul>	<p>The writing demonstrates a highly appropriate and conventional style. This is characterised by consistent use of:</p> <ul style="list-style-type: none"> <li>· clear expression</li> <li>· appropriate tenor</li> <li>· consistent tense</li> <li>· appropriate vocabulary</li> <li>· appropriate literary devices</li> <li>· conventional referencing</li> <li>· conventional formatting</li> <li>· appropriate length.</li> </ul>	<p>The writing demonstrates a highly effective and mature style. This is characterised by masterful use of:</p> <ul style="list-style-type: none"> <li>· clear expression</li> <li>· appropriate tenor</li> <li>· consistent tense</li> <li>· appropriate vocabulary</li> <li>· appropriate literary devices</li> <li>· conventional referencing</li> <li>· conventional formatting</li> <li>· appropriate length.</li> </ul>
<p><b>6.</b></p> <p>6.1. 6.1.1. 6.1.2. 6.1.3. 6.2. 6.2.1. 6.2.2. 6.2.3. 6.2.4.</p>	<p><b>SYNTAX</b></p> <p>Sentences <i>Fragments</i> <i>Run-on</i> Sentences <i>Agreement</i> Word Classes <i>Pronouns</i> <i>Prepositions</i> <i>Articles</i> <i>Conjunctions</i></p>	<p>The writing demonstrates inappropriate and unconventional syntax. This is characterised by frequent use of:</p> <ul style="list-style-type: none"> <li>· incorrect sentence structures</li> <li>· inaccurate pronouns</li> <li>· inaccurate prepositions</li> <li>· inaccurate articles</li> <li>· inaccurate conjunctions.</li> </ul>	<p>The writing demonstrates conventional but basic syntax. This is characterised by some use of:</p> <ul style="list-style-type: none"> <li>· conventional and complex sentence structures</li> <li>· accurate pronouns</li> <li>· accurate prepositions</li> <li>· accurate articles</li> <li>· accurate conjunctions.</li> </ul>	<p>The writing demonstrates sound and conventional syntax. This is characterised by frequent use of:</p> <ul style="list-style-type: none"> <li>· conventional and complex sentence structures</li> <li>· accurate pronouns</li> <li>· accurate prepositions</li> <li>· accurate articles</li> <li>· accurate conjunctions.</li> </ul>	<p>The writing demonstrates complex and conventional syntax. This is characterised by consistent use of:</p> <ul style="list-style-type: none"> <li>· conventional and complex sentence structures</li> <li>· accurate pronouns</li> <li>· accurate prepositions</li> <li>· accurate articles</li> <li>· accurate conjunctions.</li> </ul>	<p>The writing demonstrates mature and sophisticated syntax. This is characterised by flawless use of:</p> <ul style="list-style-type: none"> <li>· conventional and complex sentence structures</li> <li>· accurate pronouns</li> <li>· accurate prepositions</li> <li>· accurate articles</li> <li>· accurate conjunctions.</li> </ul>
<p><b>7.</b></p> <p>7.1. 7.2. 7.2.1. 7.2.2. 7.2.3. 7.2.4. 7.2.5. 7.2.6. 7.2.7. 7.3.</p>	<p><b>MECHANICS</b></p> <p>Spelling Punctuation <i>Apostrophes</i> <i>Full Stops</i> <i>Capitalisation</i> <i>Quotation</i> <i>Marks</i> <i>Commas &amp;</i> <i>Colons</i> <i>Abbreviations</i> <i>Other (e.g.,</i> <i>Hyphens)</i></p>	<p>The writing demonstrates inappropriate and unconventional mechanics of writing. This is characterised by frequent errors in:</p> <ul style="list-style-type: none"> <li>· spelling and/or punctuation.</li> </ul> <p>Many errors could have been identified</p>	<p>The writing demonstrates basic but conventional mechanics of writing. This is characterised by intrusive but infrequent errors in:</p> <ul style="list-style-type: none"> <li>· spelling and/or punctuation.</li> </ul> <p>Some errors could have been identified</p>	<p>The writing demonstrates sound and conventional mechanics of writing. This is characterised by only infrequent errors in:</p> <ul style="list-style-type: none"> <li>· spelling and/or punctuation.</li> </ul> <p>There is evidence of basic editing</p>	<p>The writing demonstrates highly accurate and conventional mechanics of writing. This is characterised in complex writing by consistently accurate:</p> <ul style="list-style-type: none"> <li>· spelling and punctuation.</li> </ul> <p>There is clear</p>	<p>The writing demonstrates flawless mechanics of writing. This is characterised by masterfully accurate:</p> <ul style="list-style-type: none"> <li>· spelling and punctuation.</li> </ul> <p>There is excellent evidence of effective editing</p>

Editing	have been identified with basic editing.	have been identified with basic editing.	evidence of effective editing.
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