**Biology Research Paper Grading Rubric**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(The basic structure of this rubric was devised by the Psychology Department at San Jose State University)

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| **CATEGORY** | Unacceptable(Below Standards) | Acceptable(Meets Standards) | Good(Occasionally Exceeds) | Excellent(Exceeds Standards) | **SCORE** |
| **Introduction** | Does not adequately convey scientific topic. Does not describe subtopics to be reviewed. Lacks adequate introductory statement. | Conveys topic, but not key concept(s). Describes subtopics to be reviewed. General introductory (main idea) statement. | Conveys topic and key concept(s). Clearly delineates subtopics to be reviewed. General introductory (main idea) statement. | Strong introduction of scientific topic’s key question(s), terms. Clearly delineates subtopics to be reviewed. Specific introduction statement. |  |
| **Structure** | Organizational structure and paragraphing have serious and persistent errors. | Written work has acceptable beginning, development and conclusion. Paragraphing and transitions are also acceptable. | Written work has adequate beginning, development and conclusion. Paragraphing and transitions are also adequate. | Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and well written. |  |
| **Content** | Little evidence material is logically organized into topic, subtopics or related topic. Many transitions are unclear or nonexistent. | Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide a variety of transitions. | All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. | All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic. |  |
| **Conclusion** | Does not summarize evidence with respect to research topic. Does not discuss the impact of researched material on topic. | Review of key conclusions. Some integration with research topic. Discusses impact of researched material on topic. | Strong review of key conclusions. Strong integration with research topic. Discusses impact of researched material on topic. | Strong review of key conclusions. Strong integration with research topic. Insightful discussion of impact of the researched material on topic |  |
| **Grammar & Mechanics** | Grammatical errors or spelling & punctuation substantially detract from the paper. | Very few grammatical, spelling or punctuation errors interfere with reading the paper. | Grammatical errors or spelling & punctuation are rare and do not detract from the paper. | The paper is free of grammatical errors and spelling & punctuation. |  |
| **APA Style & Communication** | Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages. | Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages. | Rare errors in APA style that do not detract form the paper. Scholarly style. Writing has minimal awkward of unclear passages. | No errors in APA style. Scholarly style. Writing is flowing and easy to follow.  |  |
| **Citations and References** | Reference and citation errors detract significantly from paper. | Two references or citations missing or incorrectly written. | One reference or citations missing or incorrectly written. | All references and citations are correctly written and present. |  |