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| |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | |  | Major-area Issue Investigation Rubric | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **The “A” Paper** | **The “B” Paper** | **The “C” Paper** | **The “D” Paper** | **The “F” Paper** | | **Introductory Section** | Clearly identifies the purposes and goals of the paper.  Provides a very clear description of the professional/field issue that will be explored in the paper. This description includes all the essential background that someone unfamiliar with the topic needs to know to understand the rest of the paper.  Clearly and concisely identifies at least 2 (and probably more) sites of similarity and/or difference among professional opinions in the field with respect to this issue.  Fully engages the reader’s interest in the issue being discussed. Makes the reader want to read on. | Identifies the purposes and goals of the paper.  Provides a description of the professional/field issue that will be explored in the paper. This description includes the details that someone unfamiliar with the topic needs to know to understand the rest of the paper.  Identifies at least 2 sites of similarity and/or difference among professionals in the field.  Attracts the reader’s interest in the issue being discussed. | Identifies the purposes and goals of the paper.  Provides a description of the professional/field issue that will be explored in the paper. This description may lack one or two details that would help the reader understand the rest of the paper.  Identifies at least 2 sites of similarity and/or difference among professionals in the field, but this identification might not be as clear as it could be.  Attracts the reader’s interest in the issue being discussed, but more could be done to stimulate reader interest. | Attempts to identify the goals and purposes, but does so in a way that is confusing or incomplete.  Provides a description of the issue that is confusing or incomplete.  Suggests, but does not adequately explain, sites of similarity and/or difference.  Minimal attempt is made to attract the reader’s interest in the issue. | Fails to identify the goals or purposes of the paper.  Provides minimal or no description of the issue being explored. The reader is left confused about the issue and is largely unable to follow the paper as a result.  Fails to identify sites of similarity and difference.  Fails to attract the reader’s interest. | | **Use of Sources** | Includes extensive, specific details about how professionals in the field agree and disagree with regard to the issue.  Expertly integrates summaries, paraphrases, and direct quotations from the sources consulted for the project. These summaries, paraphrases, and direct quotations clearly support the points the writer makes about perspectives on the issue.  Consistently cites sources effectively. Includes a perfect or nearly perfect Works Cited or References page. | Includes specific details about how professionals in the field agree and disagree with regard to the issue.  Integrates summaries, paraphrases, and direct quotations from the sources consulted for the project. These summaries, paraphrases, and direct quotations support the points the writer makes about perspectives on the issue.  Typically cites sources effectively. Includes good, if not perfect, Works Cited or References page. | Includes some details about how professionals in the field agree and disagree with regard to the issue.  Regularly, but perhaps not consistently, integrates summaries, paraphrases, and direct quotations from the sources consulted for the project. These summaries, paraphrases, and direct quotations don’t always seem to support the points the writer makes about perspectives on the issue.  Cites sources, but several errors are present. Includes a Works Cited or References page that demonstrates an understanding of the process but includes a number of mistakes. | Includes only occasional details about how professionals in the field agree and disagree with regard to the issue.  Only occasionally integrates summaries, paraphrases, and direct quotations from the sources consulted for the project. These summaries, paraphrases, and direct quotations often fail to connect to points about perspectives on the issue.  Lacks citations in several instances. Works Cited/ References page is incomplete or flawed. | Includes few details about how professionals in the field agree and disagree with regard to the issue.  Incorporates few, if any, summaries, paraphrases, and direct quotations from the sources consulted for the project. These summaries, paraphrases, and direct quotations do not appear to support the points the writer makes about perspectives on the issue.  Rarely or never cites sources effectively. The Works Cited or References page is substantially flawed or is missing entirely. | | **Organization** | Demonstrates a logical, compelling progression of ideas, and a clear structure that moves the reader through the text.  All required elements of the assignment are included.  Uses effective transitions throughout. | Demonstrates, with only a few exceptions, a logical progression of ideas that moves the reader through the text.  All of the required elements of the assignment are included.  Uses, in the majority of instances, strong transitions that add to the paper’s coherence. | Demonstrates an awkward progression of ideas yet moves the reader through the text without extreme confusion.  Most of the required elements of the assignment are included.  Sporadically, but not equally, uses transitions throughout the paper. | Demonstrates a very awkward progression of ideas, yet the reader can decipher traces of a structure.  Several required elements of the assignment are missing.  Uses only a handful of transitions throughout the paper. | Demonstrates an unclear and/or illogical progression of ideas, and the writer’s ideas and details seem strung together in a loose or random fashion.  Several of the required elements of the assignment are missing.  Uses only a few, forced transitions, or no transitions are present. | | **Sentences & Editing** | Uses correct sentence structure with minimal grammatical errors.  Demonstrates that the paper has been carefully copyedited. | Generally uses correct sentence structure with only a few minor errors in grammar that do not greatly distract the reader.  Demonstrates that the paper has been copyedited. | Includes some awkward sentences and occasional errors.  Demonstrates incomplete or only partially effective copyediting. | Contains a number of confusing sentences and distracting grammatical problems.  Reflects superficial, hasty copyediting. | Uses sentence structure that is consistently unclear and includes frequent grammatical and other sentence-level errors.  Reflects a lack of editing altogether. | | |