Grading Rubric for Studying Science Bibliographic Essay **Name:**

	EXEMPLARY (10-9)	**ACCOMPLISHED** (8-7)	**DEVELOPING** (6-5)	**BEGINNING** (<4)
Citations & Annotations	• All references and in-text citations are complete and use the appropriate CBE format • All parts of the annotation rubric completed demonstrating that the student took time to reflect on how the sources were discovered and their appropriateness • Includes more sources that required	• References and in-text citations use the appropriate CBE format • Some parts of the annotation rubric missing and student may not have reflected on sources • Includes exact number of sources	• Some references and in-text citations are incomplete or use inappropriate format • Annotated rubric not complete and does not include source reflection • Lacking 1-2 sources	• References and in-text citations are incomplete or do not use appropriate CBE format • Missing large parts of the annotation rubric. • Missing more than 2 sources
	EXEMPLARY (25-23)	**ACCOMPLISHED** (22-18)	**DEVELOPING** (17-15)	**BEGINNING** (<14)
Rough Draft	• Rough draft is submitted on time and demonstrates the student has taken it seriously • Incorporates 6 sources • All In-text citations are accurate • Research topic is clearly developed and demonstrates that the student thoroughly understands the topic • Extremely well-written and well organized • Reflection is well thought out	• Rough draft submitted on time and demonstrates student has made progress • Incorporates at least 5 sources • Most in-text citations are accurate • Addresses and explains the research topic • Mostly well-written and organized • Reflection is adequate	• Rough draft does not demonstrate much effort • Incorporates only 4 sources • Some in-text citations are accurate • Addresses only the main parts of the research topic • Fair writing and organization • Reflection is minimal	• Rough draft is not submitted • Incorporates fewer than 4 sources. • Does not include appropriate in-text citations. • Does not address the main parts of the research topic • Poor writing and organization • Reflection is not submitted
	EXEMPLARY (50-45)	**ACCOMPLISHED** (44-35)	**DEVELOPING** (34-30)	**BEGINNING** (<29)
CONTENT	• Demonstrates that the student thoroughly understands research topic • Indicates significant depth of thought about the topic • Provides rich, relevant, and interesting details based on bibliographic research. Research is thoroughly integrated and synthesized into a cohesive report • Essay is developed very logically and is well organized around the topic	• Addresses and explains the research topic. • Goes beyond mere description and indicates some depth about the topic • Provides relevant and interesting details based on bibliographic research. • Research is integrated and integrated into a report • Essay is logically organized around the topic	• Addresses the main parts of the research topic. • Includes little thoughtfulness or depth about the topic • Provides very few details from bibliographic research. • Research is presented as separate disjointed ideas • Essay is difficult to follow due to lack of organization	• Does not address the main parts of the research topic • Ideas are undeveloped or unclear about the topic • Provides no or only l limited details from bibliographic research. • Research is not integrated and synthesized • Essay is disorganized

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	EXEMPLARY (25-23)	**ACCOMPLISHED** (22-18)	**DEVELOPING** (17-15)	**BEGINNING** (<14)
LITERATURE CITED	• All sources used are well focused and appropriate to the topic • Essay is well-referenced throughout and clearly identifies sources of information • All in-text citations use appropriate CBE format for giving author's credit for their work • In-text citations and literature cited section include the same sources • All references in literature cited section are complete and use the appropriate CBE format • Includes more sources that required	• Sources are focused and appropriate to the topic Essay is referenced throughout and identifies sources of information • In-text citations use appropriate CBE format for giving author's credit for their work • In-text citations and literature cited section include the same sources • References in literature cited section use the appropriate CBE format • Includes exact number of sources	• Some sources to not relate to the topic Some references are lacking. Identifies most but not all sources of information • Some in-text citations may be missing or formatted incorrectly • In-text citations and literature cited sections do not include the same sources • Some references in the literature cited section are incomplete or use inappropriate format • Lacking 1-2 sources	• Sources are inappropriate for topic Essay is not well referenced and it is unclear where research information originated • In-text citations are absent or formatted incorrectly • In-text citations and literature cited sections do not include the same sources • References are incomplete or do not use appropriate CBE format • Missing more than 2 sources
	EXEMPLARY (25-23)	**ACCOMPLISHED** (22-18)	**DEVELOPING** (17-15)	**BEGINNING** (<14)
GRAMMAR, STYLE, AND ORGANIZATION	• Response meets or exceeds required length • All paragraphs move seamlessly from one to the next. • Includes introduction that is effective and engaging. • Includes conclusion that brings the issues full circle, provides significance and provides a sense of closure. • Sentences are quite varied to avoid monotony. • Word choice is accurate and vivid. • Very well written in grammatically correct complete sentences with no errors in grammar, punctuation, mechanics, or spelling. • Tone shows a strong understanding of audience. • Demonstrates a creative approach to writing. • Includes a very clear introduction to introduce the audience to the research topic • 3-4 well-supported research points in the body of the speech • Includes a very clear conclusion that reinforces topic	• Response meets required length • Most paragraphs have transitions. • Introduction is appropriate. • Conclusion is appropriate. • Sentences are varied to avoid monotony. • Word choice is accurate • Most well written in complete sentences but has minor errors in grammar, punctuation, mechanics, or spelling. • Tone is consistent and appropriate for audience. • Includes an introduction to introduce the audience to the research topic • 2-3 supported research points in the body of the speech • Includes a conclusion that reinforces topic	• Response is a little short of required length • Some paragraphs have transitions, but connectivity needs to be strengthened. • Introduction needs to be strengthened. • Conclusion needs to be strengthened. • Sentences are somewhat varied, but may seem monotonous • Word choice is vague or inaccurate. • Fair writing and few significant errors in grammar, punctuation, mechanics, or spelling. • Includes a short introduction to introduce the audience to the research topic • 1-2 supported research points in the body of the speech • Includes a short conclusion that reinforces topic	• Response is significantly short of required length • Paragraphs do not include transitions between ideas. • Introduction may not be included • Conclusion may not be included. • Sentences are not varied or are incoherent. • Word choice is incorrect • Poorly written, difficult to read or plagiarized with multiple significant errors in grammar, punctuation, mechanics or spelling. • Does not includes an introduction to introduce the audience to the research topic • 1 supported research points in the body of the speech • Does not includes a conclusion that reinforces topic

	EXEMPLARY (25-23)	**ACCOMPLISHED** (22-18)	**DEVELOPING** (17-15)	**BEGINNING** (<14)
Presentation	• Seamless transitions between parts of speech • An appropriate visual aid that enhances the presentation • Content is very well reasoned/researched • Content established credibility of the sources used in research • Constant eye contact with audience • Spoke loudly enough • Spoke at an understandable speed • 4-5 minute time limit	• Mostly seamless transitions between parts of speech • An appropriate visual aid that enhances the presentation • Content is well reasoned/researched • Most content established credibility of the sources used in research • Mostly constant eye contact with audience • Mostly speaking loudly enough to be heard. • Mostly spoke at an understandable speed • 4-5 minute time limit	• Transitions between parts of speech need to be strengthened • A fair visual aid • Content is fair reasoned/researched • Some content established credibility of the sources used in research • Minimal eye contact with audience • Some parts of presentation difficult to hear • Presentation either too fast or too slow • 4-5 minute time limit	• Transitions between parts of speech lacking • Visual aid lacking or does not enhance the presentation • Content is poorly reasoned/researched • Content does not establish credibility of the sources used in research • No eye contact with audience • Impossible to hear • Presentation difficult to understand because too fast or too slow • Over or under 4-5 minute time limit
Total (160)				

Grading Rubric Portfolio 1 Name

Turn this sheet in with your completed portfolio

Component	Exemplary	Accomplished	Developing	Beginning
Points	**8-7**	**6-4**	**3-2**	**1-0**
Written answers to portfolio questions (Synthesis questions)	All questions are clear and accurately answered to demonstrate a thorough understanding of each concept area.	Most questions are complete and clear. May not be 100% correct, but demonstrate an adequate working knowledge of the concepts.	Some questions are not answered or answers are unclear. Answers may contain incorrect information and student needs further review of concepts.	Numerous questions are not answered or answers are not adequate and do not demonstrate understanding of the concept areas. Students may require significant content review.
Points	**8-7**	**6-4**	**3-2**	**1-0**
Processes (drawings, demonstrations, etc)	All components of process are accurate clearly labeled and it is easy to follow each step.	Most components of process are complete, accurate and labeled but it may be difficult to interpret follow the steps.	Process is lacking multiple steps or key components or is not accurate. Reader must guess at flow and process described.	Process not demonstrated or included or does not show understanding of topic and is lacking significant detail to be interpreted.
Points	**5**	**4-3**	**2**	**1-0**
Overall presentation	Very well-written in complete sentences, well organized, and neatly presented (typed where applicable and appropriate).	Most well-written in complete sentences, organized and neat (may not be typed).	Fair writing, some organization, and some parts messy.	Not all components submitted, poorly written, unorganized, difficult to read, and/or plagiarized.
Total (21)				

Developed for Bi 112: BioBonds, Spring 2009, Elly Vandegrift

Component				
Points				
Points				
Points				
Total				