The project will be graded based on the following criteria:

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| --- | --- | --- | --- | --- | --- | --- |
| Rubric | O | | 1-3 | | 4-7 | 8-10 |
| Sources | There are virtually no sources that are professionally reliable. | | Most of the references are from sources that have uncertain reliability, and do not meet the criteria required. | | Although most of the references are professionally legitimate, a few are questionable. | References are primarily professional journals or other approved sources. The reader is confident that the information and ideas can be trusted. |
|  | O | | 1-6 | | 7-15 | 16-20 |
| Annotated notes on sources. | No useful notes taken. | | Few useful notes which help prove thesis. | | Notes show a proper research and an understanding of how the sources help prove the thesis. | Notes show a depth of research and insight into the connections between the sources and the underling thesis. |
|  | 0-10 | | 11-20 | | 21-30 | 31-40 |
| Content | Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. | | Information supports a central purpose or argument at times.  Analysis is basic or general. Reader gains few insights. | | Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights. | Balanced presentation of relevant and legitimate Information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights. |
|  | 0 | | 1-3 | | 4-7 | 8-10 |
| organization | The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest | | In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends. | | The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning. | The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning. |
|  | 0 | | 1-3 | | 4-7 | 8-10 |
| Use of  References | The reader is confused about the source of information and ideas. References are seldom cited to support statements | | Although attributions are occasionally given, many statements seem unsubstantiated. | | Legitimate sources that support claims are generally present and attribution is, for the most part, clear cited properly. | Compelling evidence from legitimate sources is given to support claims. Attribution is clear cited properly. |
|  | | 0 | | 1-3 | 4-7 | 8-10 |
| Grammar, Spelling, Writing, Mechanics (punctuation, italics, capitalization) | | There are so many errors that meaning is obscured. The reader is confused and stops reading. | | The writing has many errors, and the reader is distracted by them. | There are occasional errors, but they don't represent a major distraction or obscure meaning. | The writing is free or almost free of errors |