DIRECTIONS FOR INSTRUCTOR USE OF THE WRITING ASSESSMENT RUBRIC

This rubric is intended for use in evaluating student research paper. Instructors should share copies of the assessment rubric with students in advance so that they will understand what is expected of them on the assignment and how their research papers will be evaluated.

To use the rubric, evaluators should place check marks in the boxes corresponding to their evaluation of the various aspects of the research paper.

The rubric is set up with three levels of performance (i.e., does not meet expectations, generally meets expectations, exceeds expectations) that can be achieved by the student's research paper writing skills.

- Does not meet expectations:
  The student does not demonstrate sufficient knowledge, skills or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Generally meets expectations:
  The student demonstrates sufficient knowledge, skills or abilities with respect to this dimension, and thereby basically meets the instructor's expectations.
- Exceeds expectations:
  The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the instructor's expectations with respect to this dimension.

MTSU Computer Science Research Paper Writing Rubric Version 2.0

	Does not meet expectations	Generally meets expectations	Exceeds expectations
Introduction/Background	No or limited introduction or background information. ☐	Proper introduction with sufficient background information. ☐	Sufficient introduction and background information with statement of purpose and overview of paper. ☐
Purpose	Does not state the purpose. ☐	States the purpose with minimal detail. ☐	Clearly and explicitly states the purpose. ☐
Body	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. ☐	The thesis is adequately developed, supported with reasons, explanations, and examples. ☐	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument. ☐
Conclusion	Conclusion is illogical or missing. ☐	Conclusion is logical, but incomplete. ☐	Presents a full and logical explanation for findings. ☐
Organization	The paper is poorly structured; organizational flaws undermine its effectiveness. Paragraphs are not well-organized or linked to the thesis. ☐	The paper is generally well-structure, with only a few flaws in overall organization. Paragraphs are adequately organized and generally linked to the thesis. ☐	The paper is well-structured; its form contributes to its purpose. Paragraphs are well-organized and carefully linked to the thesis. ☐
Format (e.g., font type, font size, length, spacing, etc.)	Less than 70% of requirements are met. ☐	At least 70% of requirements are met. ☐	All requirements are met. ☐
Grammar & spelling	Grammatical/Spelling errors undermine the effectiveness of the paper. ☐	Grammatical/Spelling errors do not interfere with the effectiveness of the paper. ☐	No grammatical or spelling errors. ☐
References/citations	Missing two or more references and/or citations or two or more non-cited references. ☐	Missing no more than one reference and no more than one non-cited reference. ☐	No missing references and no non-cited references. ☐
OVERALL ASSESSMENT	Does not meet expectations. ☐	Generally meets expectations. ☐	Exceeds expectations. ☐