

GGR 480 Field Analysis
Scoring Rubric for Writing Research Reports and Papers

NAME _____

PROJECT _____

CRITERIA	Unsatisfactory (D/F)	Novice (B-/C)	Proficient (A-/B)	Advanced (A/A+)
Mechanics	Many or numerous repeated errors in grammar, diction, sentence structure, and/or spelling that detract from writing effectiveness.	Some errors in grammar, diction, sentence structure, and/or spelling that may or may not detract from writing effectiveness.	Few errors which do not detract significantly from writing effectiveness; sentence structure and word choice show variety.	Few or no errors which do not detract at all from writing effectiveness; sentences and word choices varied and creative.
Organization and Expression of Ideas	Lacks organization of ideas; introduction, conclusion, headings, paragraphs in body missing or inadequate; poor paragraphing and lack of transitions.	Basic introduction, conclusion and body paragraphs present but lacking development. Conclusion merely repeats introduction. Decent paragraphing, some transitions, subheadings.	Clear organization of ideas that tie together the introduction, body, and conclusion. Good paragraphs, transitions; appropriate subheadings, decent flow of ideas.	Clear organization of ideas, logical flow of information; Well developed introduction and non-repetitive conclusion; Excellent paragraphing and transitions. Appropriate sub-headings.
Understanding of Purpose and Audience	Unfocused sense of audience; purpose often unclear; language level inappropriate or inconsistent; Thesis or main ideas not clear or considered.	Writing shows minimal awareness of audience and purpose; language usually appropriate. Thesis or main ideas reasonably clear, but still ambiguous.	Writing clearly shows awareness of audience, appropriate match with purpose; language appropriate and consistent; thesis effective and clear	Writing shows a clear awareness of audience and a superior understanding of purpose; language consistent and interesting, effective and clear; thesis and purpose are clear and considered throughout.
Attention to Specific Assignment Instructions and Goals	Project instructions apparently ignored or not considered carefully; little indication of meeting project goals.	Minimal evidence of aligning with project goals and expectations; some indication of instruction compliance.	Effective focus on project goals and instructions; Adequate attention to instruction details and primary questions of investigation.	Effective focus on project goals and instructions with special attention to detail; special effort in exceeding the project requirements.
Balance of the Three Geographic Inquiries: Description, Explanation, Implications ("Why Important")	Provides basic description only with minimal info and content. Essentially no explanation or implications discussed.	Provides reasonable descriptive text with minimal explanation of concepts; little or no implications.	Appropriate descriptive content with decent mix of explanation and attempt at implications, answering the question "why important".	Well-balanced and integrated mix of description, explanation, and implications that show strong understanding of geographic phenomena discussed.
Development and Accuracy of Main Ideas and Information	Little or limited understanding of topics; poor quality of or	Adequate understanding of topics; minimal evidence to	Good understanding of topic with effective supportive	Thorough and complex understanding of topics;

	insufficient support used; unable to cite materials as support; inaccurate information present.	support main topics; minimal use and diversity of references; information reasonably reliable.	materials and information; acceptable use and diversity of references; reliable information.	original insight, thorough and diverse use of additional evidence and references; reliable information.
Level of Investigation and Analysis	Questions and goals of investigation not stated clearly; Few or no sources for background info; Research methods not discussed or described poorly; no use of supportive graphics.	Questions and goals of investigation stated with general focus; Some relevant sources for background info; Research methods described, but flawed or insufficient; minimal use of supportive graphics/illustrations.	Questions and goals of investigation stated explicitly; Multiple relevant sources for background info; Appropriate research methods and clearly discussed; Appropriate use of supportive graphics/illustrations;	Questions and goals of investigation are original, reflect in-depth knowledge; Multiple, diverse sources for background info; Multiple research methods used and discussed with sophisticated understanding of methods; Appropriate supportive graphics/illustrations tied effectively into text and purpose.
Synthesis, Creativity, and Theme Development	Writing shows little or no synthesis of facts and information into a larger meaning; no apparent creative thinking with author perspective; no centralizing theme to organize paper.	Writing shows some synthesis of facts and information into a meaningful, holistic perspective; little or no creative thinking apparent; central organizing theme is present but not coherent or consistent.	Appropriate synthesis of facts and information into meaningful, holistic perspective; appropriate level of creative thinking; clear and present organizing theme for paper.	Appropriate synthesis of facts and information into meaningful, holistic perspective; superb application of creative thinking and production of paper; well organized centralizing theme consistent throughout paper.

COMMENTS:

“WOW” FACTOR (Plus 2-5%):

FINAL GRADE: