Grading Rubric for Synthesis Project

Total Possible Points: 200

Grading categories and scoring

**RESPONSIVENESS TO A PAPER OR WRITING ASSIGNMENT - 40% of grade**
(Did the student respond adequately to the paper or writing assignment?)

Project is *responsive to and exceeds* the assignment requirements
- Responds fully to assignment
- Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated, etc.);
- Is substantive and evidence based;
- Demonstrates that the student has mastered all concentration competencies
- Is submitted by the due date.

Paper or writing assignment is *responsive to and meets* the assignment requirements
- Responds well to the assignment
- Is substantive and evidence based;
- Demonstrates that the student has mastered most (at least 80% of) concentration competencies
- Is submitted by the due date.

Paper or writing assignment is *somewhat responsive* to the requirements given in the instructions. Content:
- Somewhat misses the point of the assignment – does not answer all the required components or sections.
- Lacks in substance, relying more on anecdotal than scholarly evidence; and/or
- Contains little evidence that the student has mastered concentration competencies; and/or
- Is submitted by the due date.

Paper or writing assignment is *unresponsive* to the requirements given in the instructions. Content:
- Largely misses the point of the assignment
- Relies primarily on anecdotal evidence; and/or
- Contains virtually no evidence that the student has mastered concentration competencies; and/or
- Is submitted past the late deadline.

**CONTENT KNOWLEDGE – 40% of grade**
(Does the content in the paper or project demonstrate mastery of the concentration competencies?)

Paper/project demonstrates/provides:
- *In-depth understanding and application* of concepts and issues presented in coursework and related learning (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas;
- Rich and relevant examples;
- Thought-provoking ideas and interpretations, original thinking, new perspectives;
- Original and critical thinking; and
• Mastery and thoughtful/accurate application of knowledge and skills or strategies associated with the concentration competencies

Paper or writing assignment demonstrates/Provides:
• Understanding and application of the concepts and issues presented in coursework and related learning, demonstrating that the student has absorbed the general principles and ideas presented;
• Relevant examples;
• Thought-provoking ideas and interpretations, some original thinking; and
• Critical thinking; and
• Mastery and application of knowledge and skills or strategies associated with most (80%) of the concentration competencies

Paper or writing assignment demonstrates/Provides:
• Minimal understanding of concepts and issues presented in coursework and related learning, and, while generally accurate, displays some omissions and/or errors; and/or
• Few and/or irrelevant examples; and/or
• Few if any thought-provoking ideas, little original thinking; and/or
• “Regurgitated” knowledge rather than critical thinking;
• Little evidence mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in concentration coursework and related learning.

Paper or writing assignment demonstrates/Provides:
• A lack of understanding of the concepts and issues presented in coursework and related learning and is inaccurate and contains many omissions and/or errors; and/or
• No examples or irrelevant examples; and/or
• No thought-provoking ideas or original thinking; and/or
• No critical thinking; and/or
• Many critical errors when applying knowledge, skills, or strategies presented in concentration coursework and related learning.

QUALITY OF WRITING – 10 % of grade

Writing is scholarly and exceeds graduate-level writing expectations. The paper:
• Contains language that is clear, concise, and appropriate;
• Has few if any errors in spelling, grammar, and syntax;
• Is extremely well organized, logical, clear, and never confuses the reader;
• Contains a preponderance of original language and uses direct quotes only when necessary and/or appropriate;
• Includes information about a source when citing or paraphrasing it.

Writing is scholarly and meets graduate-level writing expectations. The paper:
• Contains language that is clear;
• Has a few errors in spelling, grammar, and syntax;
• Is well organized, logical, and clear;
• Contains original language and uses direct quotes when necessary and/or appropriate;
• Includes information about a source when citing or paraphrasing it.
Writing is *somewhat below graduate-level writing expectations*: The paper:
- Contains language that is unclear and/or inappropriate; and/or
- Has more than occasional errors in spelling, grammar, and syntax; and/or
- Is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or
- Reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or
- Sometimes lacks information about a source when citing or paraphrasing it.

Writing is *well below graduate-level writing expectations*: The paper:
- Contains unclear and inappropriate language; and/or
- Has many errors in spelling, grammar, and syntax; and/or
- Lacks organization in a way that creates confusion for the reader; and/or
- Contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or
- Lacks information about a source when citing or paraphrasing it.

### RESEARCH, SCHOLARSHIP, AND PROFESSIONAL STYLE – 10% of grade

The paper represents exceptional research, scholarship, and professional style. Paper content:
- *Significantly contributes* to the knowledge in the field;
- Is well supported by current and pertinent research/evidence from a variety of primarily primary, peer-reviewed sources; and
- Consistently uses the correct form and writing style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with very few or no errors.

The paper meets graduate-level expectations for research, scholarship, and professional style. Paper content:
- *Contributes* to knowledge in the field;
- Is supported by current and pertinent research/evidence from a variety of peer-reviewed books and journals (rather than textbooks and websites);
- Uses correct form and writing style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with only a few errors.

The paper is somewhat below graduate-level expectations for research, scholarship, and professional style. Paper content:
- *Does little to contribute* to knowledge in the field;
- Evidence is not likely from peer reviewed sources, and/or is irrelevant or not related to the topic and/or lacks in variety; and/or
- Uses the required form and writing style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.), but has frequent errors.

The paper is substantially below graduate-level expectations for research, scholarship, and professional style. Paper content:
- *Does not contribute* to knowledge in the field;
- Is, for the most part, unsupported by current, primary, and pertinent research/evidence from a variety of peer-reviewed books and journals; and/or
- Does not use or contains pervasive errors in writing style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.)