

## COS 301: Paper Grading Rubric

Your papers will be scored on each of the 8 categories below, where the score will be E (excellent), A (acceptable), N (needs work), or U (unacceptable). If you receive all E's, you will receive 100 points; all A's, 80; all N's, 60; and all U's, 30. Getting a 0 is also possible. This is equivalent to receiving 12.5, 10, 7.5, and 3.75, respectively, for each E, A, N, and U. Your score for your programs will be on the two categories correctness and format, with each again scored on an E (50 points), A (40 points), N (30 points), and U (up to 15 points) basis. The grades will be reported on your papers as X/Y, where X is the paper grade, and Y is the program grade.

### Scoring Rubric for Papers

Item	Exceptional	Acceptable	Needs work	Unacceptable
Content	<ul style="list-style-type: none"> <li>• Writing covers designated topics very well &amp; maintains reader interest with a logical, coherent flow.</li> <li>• Clear and concise.</li> <li>• Uses analogy, humor, or references to other fields to make a point.</li> </ul>	<ul style="list-style-type: none"> <li>• Covers designated topics, but coverage may be a little uneven.</li> <li>• Clear, but may lack conciseness.</li> <li>• Technically accurate.</li> <li>• Appropriate to target audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper contains repetitions and redundancies</li> <li>• Gaps in coverage</li> <li>• Inappropriate to target audience.</li> <li>• Some technical inaccuracies or misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient writing to show that criteria are met.</li> <li>• “Laundry list” of items.</li> <li>• Technical coverage indicates lack of understanding.</li> <li>• Excessive reliance on direct quotes.</li> </ul>
Support	<ul style="list-style-type: none"> <li>• All major points are developed &amp; supported by examples, explanation, citations, direct quotes, arguments, figures, tables, &amp;/or graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Major points are developed &amp; supported; some points may be less developed than others.</li> <li>• Support includes explanations and arguments in student's own words as well as quotes and citations</li> </ul>	<ul style="list-style-type: none"> <li>• Some key points are developed and supported; some may be general, some may be lack depth.</li> <li>• Supporting evidence is minimal and/or not easily interpreted.</li> <li>• Supporting evidence is only in the form of citations or quotes.</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient or repetitious writing that fails to develop points.</li> <li>• Lacks supporting evidence or evidence is unrelated to key points.</li> </ul>

Organization	<ul style="list-style-type: none"> <li>• Structure clear, appropriate, and effective.</li> <li>• All paragraphs appropriate and purposeful.</li> <li>• Coherence (paragraph to paragraph) and cohesion (sentence to sentence) effectively demonstrated throughout; transitions appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure clear and appropriate to purpose.</li> <li>• Paragraphs organized appropriately; topic sentence supported by other sentences; in- tro/concluding sentence, depending on where topic sentence appears.</li> <li>• Coherence (paragraph to paragraph) and cohesion (sentence to sentence) effectively demonstrated throughout; transitions appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is evident, but inappropriate transitions disrupt the progression of ideas.</li> <li>• Disproportionate attention to some topics or scant attention to others.</li> <li>• Has coherence (paragraph to paragraph) but lacks cohesion (sentence to sentence) or vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure missing or attempted but not obvious to reader.</li> <li>• Inappropriate use of paragraphs.</li> <li>• Little structure within paragraphs.</li> </ul>
Format	<ul style="list-style-type: none"> <li>• Professional appearance.</li> </ul>	<ul style="list-style-type: none"> <li>• All required parts present.</li> <li>• Follows format specifications with at most minor deviations.</li> </ul>	<ul style="list-style-type: none"> <li>• One or more required parts are missing.</li> <li>• Significant deviations from format specifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal conformance to requirements.</li> </ul>
Sentences & paragraphs	<ul style="list-style-type: none"> <li>• Sophisticated sentence patterns</li> <li>• Paragraphs highly cohesive</li> <li>• Arguments well-expressed, persuasive</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences structurally &amp; grammatically correct</li> <li>• Paragraph structure shows sequences of events/ideas</li> <li>• Coherent paragraphs, clear topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence structure mostly correct, but contain awkward or ungrammatical phrasing</li> <li>• Some disorganized or incoherent paragraphs</li> <li>• Some paragraphs too long &amp;/or too short</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences do not make sense</li> <li>• Lacks paragraphs</li> <li>• Uses laundry lists</li> </ul>

Word choice	<ul style="list-style-type: none"> <li>• Words used correctly and precisely.</li> <li>• Rich but not ostentatious vocabulary.</li> <li>• Writing indicates mastery of technical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptable vocabulary.</li> <li>• Technical terms used appropriately and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal vocabulary.</li> <li>• Minor inaccuracies in use of technical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorrect usage of technical terms indicating lack of understanding.</li> <li>• Excessive informality.</li> </ul>
Spelling and punctuation	<ul style="list-style-type: none"> <li>• A range of punctuation used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling is correct.</li> <li>• At most a few errors in use of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent spelling errors.</li> <li>• Frequent punctuation errors.</li> <li>• Incorrect capitalization.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling errors interfere with understanding.</li> <li>• Insufficient or lacking punctuation.</li> </ul>
Citations & references	<ul style="list-style-type: none"> <li>• Annotations are informative and interesting.</li> <li>• Citations in text indicate thorough use of cited material.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct citation format in text and bibliography.</li> <li>• Citations are used where appropriate.</li> <li>• Brief annotations.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorrect citation format.</li> <li>• Citations in body are rare.</li> <li>• Annotations are missing or not meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks references.</li> <li>• References listed are not cited.</li> </ul>

### Scoring Rubric for Programs

Item	Exceptional	Acceptable	Needs work	Unacceptable
Correctness	<ul style="list-style-type: none"> <li>• Program exceeds specifications.</li> <li>• Code is clearly of professional quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Output mostly correct &amp; conforms to specification.</li> <li>• Program demonstrates assigned specifications and language features.</li> </ul>	<ul style="list-style-type: none"> <li>• Output is incorrect.</li> <li>• Significant mismatch with specifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Program is missing.</li> <li>• Program unrelated to specifications.</li> <li>• Program is not your own work.</li> </ul>
Format	<ul style="list-style-type: none"> <li>• Code is formatted for ease of reading.</li> <li>• Right level of commenting: not too much or too little.</li> <li>• Commenting is consistently helpful.</li> </ul>	<ul style="list-style-type: none"> <li>• Code formatting is mostly easy to read.</li> <li>• Commenting sufficient and helpful, but may be too much or not enough in places.</li> </ul>	<ul style="list-style-type: none"> <li>• Code is difficult to read due to formatting in several places.</li> <li>• Commenting present, but insufficient or not helpful.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting inconsistent, code difficult to read.</li> <li>• Little or no commenting, and commenting unhelpful.</li> </ul>

(Based on rubric by C. Meadow.)