

Rubric for Concept Development Papers

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	1	3	5	
Clarity	Four or more grammatical or spelling errors. Sentence construction is awkward and difficult to follow. Tense changes from sentence to sentence.	Two grammatical or spelling errors. Only a few awkward sentences. Writing is choppy or wordy, limiting the narrative flow.	No grammatical or spelling errors. Writing is clear and understandable. The narrative flows smoothly throughout the paper.	
References	Few or no sources mentioned or cited in the text.	References are given but not always cited for quotes or specific ideas. Relies too much on internet sources rather than peer-reviewed material.	A bibliography is given with clear citations in the text as appropriate. Main sources are from books or published articles (even if they are accessed online).	
Organization	No topic sentences. Disparate ideas not linked, but just a listing of random facts.	Topic sentences are given. Ideas not linked together.	The essay links all ideas together with clear introductory and concluding paragraphs.	
	5	10	20	30
Reasoning and Depth	Just a listing of facts with little to no reasoning. Reader has very little sense of what is going on and why it is important.	Understanding of the topic is superficial. There is some reasoning given and some explanation of importance, but not enough to motivate the ideas.	Topic is given and objectives are clear, but more details could be given or the ideas could have been developed further. Reasoning may be developed but still unclear at points.	A clear description of the topic with well-reasoned mathematical content. The writer has clearly thought extensively about the topic and how to explain it, and a classmate could read it and learn about the topic.
Math content	Mathematics in the paper is substantially below the level of the course, or little mention is made of the mathematical content.	Mathematics explored is at an adequate level, but not explored in much depth.	Mathematical content is good, but it is unclear whether the writer really understands it. Writer does not go quite far enough in developing key ideas.	Mathematical content is investigated in depth and goes substantially beyond material covered in class. It is clear that the writer understands all concepts being discussed.

Common grammar mistakes:

- Tense shift from sentence to sentence
- Use of “they” or “them” to refer to one person of unspecified gender
- Use of the second person – “you”
- Run-on sentences or fragments