

USF Sarasota-Manatee  
 B.A. in Criminology  
 Research Paper Assessment Scoring Rubric

**OUTCOME 3 (Research Methods)** Demonstrate knowledge of research methods used in the fields of criminology and criminal justice.

SCORING SCALE	Sample 1	Sample 2	Sample 3	Sample 4	Sample 5
<b>1 Far less than expectations:</b> <i>Provides a substandard review of the literature. That is, the student does not synthesize and/or evaluate extant empirical findings AND he/she appears to be ignorant on the topics of research designs, procedures and concepts.</i>					
<b>2 Less than expectations:</b> <i>Presents an unsatisfactory review of the literature. That is, not only does the student does a poor job in synthesizing and interpreting extant empirical findings, he/she seems to lack a basic knowledge of research designs, procedures and concepts.</i>					
<b>3 Meets expectations</b> (competence standard): <i>Presents an adequate review of the literature. In particular, in attempting to synthesize and interpret extant empirical findings, the student must demonstrate that he/she possesses a basic knowledge of research designs, procedures and concepts.</i>					
<b>4 Exceeds expectations:</b> <i>Presents an outstanding review of the literature. That is, the student demonstrates his/her in-depth understanding of research designs, procedures and concepts in synthesizing and evaluating extant empirical findings.</i>					

**OUTCOME 4 (Critical Thinking)** Demonstrate the ability to construct sound arguments based on inductive and deductive thinking, as well as quantitative and qualitative analysis.

SCORING SCALE	Sample 1	Sample 2	Sample 3	Sample 4	Sample 5
<b>1 Far less than expectations:</b> <i>Demonstrates poorly as to whether one should accept, reject or suspend a claim.</i>					
<b>2 Less than expectations:</b> <i>Demonstrates unpersuasively as to whether one should accept, reject or suspend a claim.</i>					
<b>3 Meets expectations</b> (competence standard): <i>Demonstrates persuasively that there are adequate justifications to accept, reject or suspend a claim.</i>					
<b>4 Exceeds expectations:</b> <i>Employs not only logic but also intellectual skills such as accuracy, clarity, depth, breadth, significance and credibility in determining whether one should accept, reject or suspend a claim.</i>					

**OUTCOME 5 (Communication)** Develop clear, concise, correct, and convincing writing appropriate to the discipline.

SCORING SCALE	Sample 1	Sample 2	Sample 3	Sample 4	Sample 5
<p><b>1 Far less than expectations:</b></p> <ul style="list-style-type: none"> <li>• <i>It includes neither an introduction nor a conclusion section</i></li> <li>• <i>The paper is extremely unorganized</i></li> <li>• <i>The paper contains confusing or unclear summaries of research evidence</i></li> <li>• <i>The student does not provide any evidence to support his/her position</i></li> <li>• <i>The paper has many grammatical and spelling errors</i></li> </ul>					
<p><b>2 Less than expectations:</b></p> <ul style="list-style-type: none"> <li>• <i>It does not outline the main points that will be discuss</i></li> <li>• <i>The paper is not well organized</i></li> <li>• <i>The paper contains confusing or unclear summaries of research evidence</i></li> <li>• <i>The student does not provide evidence to support his/her position</i></li> <li>• <i>The paper has some grammatical and spelling errors</i></li> </ul>					
<p><b>3 Meets expectations (competence standard):</b></p> <ul style="list-style-type: none"> <li>• <i>The paper includes an introduction and a conclusion</i></li> <li>• <i>The paper outlines the main points that will be discuss</i></li> <li>• <i>Each paragraph contains one main point that is proven, developed or illustrated</i></li> <li>• <i>Summaries of research evidence are clear</i></li> <li>• <i>Evidence is provided to support the student's position</i></li> <li>• <i>Grammar and spelling are accurate</i></li> </ul>					
<p><b>4 Exceeds expectations:</b></p> <ul style="list-style-type: none"> <li>• <i>The paper includes an introduction and a conclusion</i></li> <li>• <i>The introduction section of the paper outlines the main points that will be discuss</i></li> <li>• <i>The conclusion section of the paper summarizes the points made</i></li> <li>• <i>Each paragraph in the paper contains one main point that is proven, developed or illustrated</i></li> <li>• <i>Summaries of research evidence are clear and concise</i></li> <li>• <i>The student's position remains clear throughout the paper</i></li> <li>• <i>Evidence is provided to support the student's position</i></li> <li>• <i>Grammar and spelling are accurate</i></li> </ul>					