

Grading Rubric for Research Paper using APA Style

Name: _____

Course: _____

Section: 01 02 03

Date: _____

CATEGORY	Unacceptable (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)	SCORE
Introduction	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General thesis statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	5 points
Focus & Sequencing	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	5 points
Support	Few sources supporting thesis. Sources insignificant or unsubstantiated.	Sources generally acceptable but not peer-reviewed research (evidence) based.	Sources well selected to support thesis with some research in support of thesis.	Strong peer reviewed research based support for thesis.	10 points
Conclusion	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	5 points
Grammar & Mechanics	Grammatical errors or spelling & punctuation substantially detract from the paper.	Very few grammatical, spelling or punctuation errors interfere with reading the paper.	Grammatical errors or spelling & punctuation are rare and do not detract from the paper.	The paper is free of grammatical errors and spelling & punctuation.	5 points
APA Style & Communication	Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages.	No errors in APA style. Scholarly style. Writing is flowing and easy to follow.	10 points
Citations & References	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citations missing or incorrectly written.	All references and citations are correctly written and present.	10 points

Apa Paper Rubric

Susan Carol Curzon, Lynn D. Lampert



Apa Paper Rubric:

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

Diversity in Higher Education Remote Learning Paula K. Davis, Ellen R. Cohn, Jerome C. Branche, 2023-07-04 This book provides fundamental principles of remote instruction and classroom management for diversity Chapters explore the requisite characteristics of higher education administration and infrastructure that support both online and hybrid learning It draws on proven practices to help research intensive faculty instructional and clinical faculty and adjunct faculty deliver efficient and effective online class construction for today s classrooms

Critical Thinking TACTICS for Nurses Gaie Rubenfeld, Barbara Scheffer, 2010-11-15 Critical Thinking TACTICS for Nurses Achieving the IOM Competencies is a reader friendly guide to performing learning and evaluating critical thinking in all aspects of nursing care Award winning authors M Gaie Rubenfeld and Barbara K Scheffer draw on their research and expertise in teaching and practice to blend critical thinking components with the Institute of Medicine s IOM five core competencies patient centered care interdisciplinary team work evidence based practice informatics and quality improvement Issues addressed include critical thinking language and awareness enhancement the impact of critical thinking on quality care mentoring the critical thinking of staff and students and designing performance criteria for critical thinking New to this edition Significant updates and additional current references to all 5 IOM chapters New Chapter 10 Assessing Critical Thinking New Chapter 11 Thinking Realities of Yesterday Today and Tomorrow New stories from practicing nurses and others

Critical Thinking Tactics for Nurses M. Gaie Rubenfeld, 2010 *Proven Strategies for Building an Information Literacy Program* Susan Carol Curzon, Lynn D. Lampert, 2007 The result is an indispensable volume that provides an integrated comprehensible approach for creating a successful sustained program

Library Media Connection , 2003 *Problem-Based Learning in the Information Age* Dave S. Knowlton, David Sharp, 2003-10-30 This issue provides information about theories and practices associated with Problem based learning PBL Partially because of changes in the Information Age that are transforming the nature of knowledge and the types of problems that people face professors are adopting PBL in order to facilitate a broader and more up to date role of what it means to learn Professors will encounter however their own set of problems when designing and implementing a problem based curriculum Not unlike PBL

assignments to their students the issues and obstacles professors will encounter require practical solutions The authors of this issue have practical experience in the design and implementation of PBL Based on their experiences they offer insightful commentaries and useful guidelines about various aspects of PBL These guidelines include ideas for designing useful problems that can serve as the basis of PBL activities creating environments conducive to problem solving facilitating students problem solving activities and assessing students efforts in problem solving This is the 95th issue of the quarterly journal *New Directions for Teaching and Learning*

Undergraduate Writing in Psychology R. Eric Landrum, 2008 Step by step guidance on such topics as crafting research questions or theses executing library database searches analyzing evaluating and synthesizing literature and drafting specific parts of a paper Writing samples illustrate key concepts and the book shows examples of checklists and grading rubrics instructors might use

Teaching in Nursing E-Book Diane M. Billings, Judith A. Halstead, 2013-08-13 Teaching in Nursing 4th Edition is the only nursing text to address all three components of education teaching curriculum and evaluation Comprehensive guidelines help you meet the day to day challenges of teaching including curriculum development the diversity of student learning styles and developing and using classroom tests This edition has been updated with information on the latest trends in education including new information on the use of simulations to facilitate learning the latest on competency based and concept focused curricula developing learner centered courses and more Edited by expert nursing educators Diane M Billings and Judith A Halstead Teaching in Nursing is a past winner of the AJN Book of the Year award and is an excellent resource for nurses preparing to take the Certified Nurse Educator CNE Exam The only nursing resource to cover teaching curriculum and evaluation of students the three essential components of nursing education Contributing authors are nationally recognized scholars in their fields of expertise Models of teaching are used to demonstrate clinical teaching teaching in interdisciplinary setting how to evaluate students in the clinical setting and how to adapt teaching for community based practice Teaching strategies promote critical thinking and active learning including evaluation techniques lesson planning and constructing examinations Evidence based teaching boxes explain how to practice and apply evidence based teaching with implications for faculty development administration and the institution End of chapter summaries let you draw conclusions based on the chapter content Open ended application questions at the end of each chapter are ideal for faculty guided discussion and online education Up to date research looks ahead to the needs of the future

The Pennsylvania Literacy Corps, 1993 *Selected Papers from the 15th International Conference on College Teaching and Learning* Costas Efthimiou, Ralph A. Llewellyn, Derek Madden, Diane Grayson, Gerald D. Baumgardner, Gordon/W Couturier, Jessica Herron, Roy P. Pargas, John/A Rushing, Jean/M Gordon, Richard Murphy, Kathleen King, Mark/Sudlow Hoyert, Cynthia/D O'Dell, Malgorzata/S Zwyno, Phyllis/D Barham, Pedro Hernández-Ramos, Ron Liss, Susan S. Nash, Wendy/L Jordanov, Jason Farmer, Coreen Mett, Neil P. Sigmon, 2004

Assessing General Education Programs Mary J. Allen, 2006-03-03 General education is the core of the undergraduate experience It

provides a lasting foundation for students future academic civil cultural economic and social lives Additionally as part of most general education curricula general education as well as first year experience programs are becoming virtually universal in colleges and universities first year seminars often are integrated into general education programs to promote student retention engagement and success The assessment of these institution wide efforts is particularly challenging but many campuses have made substantial progress from which we can learn In this book the author draws on her experience with over sixty colleges universities and college systems to Establish a broad context for general education and first year experience programs and assessment and summarize relevant ideas from professional organizations Advise how to develop mission goal and outcome statements Explain how to align curricula and pedagogy with learning outcomes develop alignment questions to be used in assessment projects and describe how campuses can use course certification to promote alignment Describe approaches for assessment planning criteria for selecting strategies and ethical issues to be considered Provide examples of direct and indirect assessment strategies Discuss the infrastructure for general education assessment and offer advice for effective collaboration among faculty and staff Written for college and university administrators assessment officers faculty and staff who support general education and first year experience programs this book is a hands on guide for developing aligning and assessing general education programs in meaningful manageable and sustainable ways The author presents a variety of approaches and dozens of examples to help readers understand what other campuses are doing and develop a repertoire of their own methods so they can make informed decisions about their programs

Strategies for Teaching First-year Composition Duane H. Roen, 2002 This book presents 93 essays that offer guidance reassurance and commentary on the many activities leading up to and surrounding classroom instruction in first year composition Essays in the book are written by instructors who teach in community colleges liberal arts colleges state university systems and research institutions The 14 section titles and 2 representative essays from each section are Section 1 Contexts for Teaching Writing The Departmental Perspective Roger Gilles and Composition Community and Curriculum A Letter to New Composition Teachers Geoffrey Chase Section 2 Seeing the Forest and the Trees of Curriculum Teaching in an Idealized Outcomes Based First Year Writing Program Irvin Peckham and Constructing Bridges between High School and College Writing Marguerite Helmers Section 3 Constructing Syllabus Materials On Syllabi Victor Villanueva and Departmental Syllabus Experience in Writing Gregory Clark Section 4 Constructing Effective Writing Assignments Sequencing Writing Projects in Any Composition Class Penn State University Composition Program Handbook and Autobiography The Rhetorical Efficacy of Self Reflection Articulation Bonnie Lenore Kyburz Section 5 Guiding Students to Construct Reflective Portfolios A Writing Portfolio Assignment Phyllis Mentzell Ryder and Portfolio Requirements for Writing and Discourse C Beth Burch Section 6 Strategies for Course Management Fostering Classroom Civility Lynn Langer Meeks Joyce Kinkead Keith VanBezooyen and Erin Edwards and Course Management Guidelines Rebecca Moore Howard Section 7 Teaching Invention

Teaching Invention Sharon Crowley and Invention Activity Theresa Enos Section 8 Orchestrating Peer Response Activities Approaches to Productive Peer Review Fiona Paton and Reflection on Peer Review Practices Lisa Cahill Section 9 Responding to In Process Work to Promote Revision Less Is More in Response to Student Writing Clyde Moneyhun and One Dimension of Response to Student Writing How Students Construct Their Critics Carol Rutz Section 10 Responding to and Evaluating Polished Writing Developing Rubrics for Instruction and Evaluation Chris M Anson and Deanna P Dannels and What Makes Writing Good What Makes a Good Writer Ruth Overman Fischer Section 11 Teaching Writing with Technology Overcoming the Unknown Adelheid Thieme and Asynchronous Online Teaching Donald Wolff Section 12 Constructing a Teaching Portfolio Teaching Portfolio Potential and Concerns A Brief Review Camille Newton and Thinking about Your Teaching Portfolio C Beth Burch Section 13 Teaching Matters of Grammar Usage and Style A Cautionary Introduction Keith Rhodes and And the Question Is This What Lessons Can We as Writers Take from This Reading for Our Own Writing Elizabeth Hodges and Section 14 Teaching Research Skills First Year Composition as an Introduction to Academic Discourse M J Braun and Sarah Prineas and Teaching Research Skills in the First Year Composition Class Mark Gellis Most papers contain references RS

Fundamental Computer Skills Feng-Qi Lai, David R. Hofmeister, 2004-08-31 **Guide for Alternate Route Teachers** Frances A. Levin, Mary Alice McCullough, 2008 Read how this book can help you become a better teacher in your first year of teaching Unlike any other book on the market Guide for Alternate Route Teachers Strategies for Literacy Development Classroom Management and Teaching and Learning K 12 offers guidance for professionals in all content areas K 12 who are beginning new careers in teaching through the alternate route certification process This unique book is designed to address all of the important topics that new teachers encounter including classroom management literacy inclusion and working with English learners The overarching goal of this resource is to provide alternate route teachers with the confidence and basic knowledge they need to begin their new careers and their responsibilities as teachers Why Reviewers Think This is a Unique Resource The emphasis on serving all students is admirable By including information about the inclusive classroom and concomitant teaching strategies the authors are telling new teachers that this is the norm and that being prepared to serve all students from the get go is essential I applaud them for including this emphasis in their book I believe this book will be a great resource for alternative route teachers and for all new teachers as well Mary Glenn Rinne Indiana Department of Education What Makes This Book the First of its Kind Two chapters are totally devoted to literacy development with hands on strategies and ready to use materials that will help teachers understand how to teach literacy and how to help students understand their content area textbooks Provides a strong knowledge base in inclusive education Addresses the importance of the home school connection Offers information and strategies for understanding cultural differences teaching English Language Learners Students with Special Needs and differentiating instruction for all students Practical suggestions and strategies that can be immediately implemented Alignment of teaching practices with state and national tests and standards

Includes strategies for literacy teaching and learning across the curriculum About the Authors Dr Fran Levin is the Academic Director of a Statewide Alternate Route teaching program and an associate professor of literacy She is the Editor of the New Jersey Journal of Literacy and past president of the New Jersey Reading Association Dr Mary Alice McCullough is an assistant professor of literacy and has had 25 years of experience as a secondary teacher A perfect resource for Stage I of the alternate route certification process Assessment Package for Woolfolk, Educational Psychology, Ninth Edition Gypsy M. Denzine, 2004 Ri Im Children Santrock, 2002-03 A Catalogue of the Manuscripts in the Library of the Hunterian Museum in the University of Glasgow Hunterian Museum (University of Glasgow). Library, John Young, Patrick Henderson Aitken, 1908 *Writing in the Arts, Sciences, and Professional Schools at IUPUI*, 2002 **Research Strategies**, 1997

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