

Rubrics for Research Papers

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Undergraduate Writing Center
CUE 303

Research Process Types

- Inductive Research Process 
- Researched Report 
- Deductive Persuasive or Argumentative Essay Process 
- Report leading to Inductive Question leading to Deductive Conclusion



Combined Research Process Types

- Inductive leading to deductive  
- Inductive leading to informative/report  
- A researched report leading to inductive  
- Deductive leading to inductive  
- Researched report leading to deductive  
- Deductive leading to a researched report  

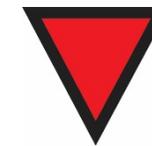
Inductive Rubric



Inductive Research Process	Struggling	Achieving	Mastering	TOTAL
Starts with a reasonable conjecture				40
Uses data and ideas as evidence to establish the conjecture as true or not				30
Applies knowledge to reach a conclusion				20
Analyzes and interprets data and ideas from experiment and/or sources				20
Reaches a result that creates new knowledge				40
TOTAL:	50	100	150	150



Inductive Rubric



Inductive Research Process	Struggling	Achieving	Mastering	TOTAL
Starts with a reasonable conjecture	13.2	26.4	40	40
Uses data and ideas as evidence to establish the conjecture as true or not	10	20	30	30
Applies knowledge to reach a conclusion	6.6	13.2	20	20
Analyzes and interprets data and ideas from experiment and/or sources	6.6	13.2	20	20
Reaches a result that creates new knowledge	13.2	26.4	40	40
TOTAL:	50	100	150	150
Percentage (%):	(33%)	(66%)	(100%)	



Informative/Report Rubric



Informative/Report Process	Struggling	Achieving	Mastering	TOTAL
Has a “good”, focused topic or a “good” guiding question it answers				40
Summarizes relevant literature data and ideas				30
Presents analysis and interpretation of others				30
TOTAL:	50	80	100	100

Informative/Report Rubric



Informative/Report Process	Struggling	Achieving	Mastering	TOTAL
Has a “good”, focused topic or a “good” guiding question		32	40	40
Summarizes relevant literature data and ideas		24	30	30
Presents analysis and interpretation of others		24	30	30
TOTAL:	50	80	100	100
Percentage (%)	(50%)	(80%)	(100%)	

Deductive Research Rubric



Deductive Research Process	Struggling	Achieving	Mastering	TOTAL
Take a stance in the form of a “good” thesis				40
Addresses audience appropriately				30
Uses logic as primary but not only rhetorical appeal				20
Includes unique perspective and conclusion of arguer				20
Applies known evidence and knowledge to reach a conclusion				40
TOTAL:	50	80	100	100

Deductive Research Rubric



Deductive Research Process	Struggling	Achieving	Mastering	TOTAL
Take a stance in the form of a “good” thesis		32	40	40
Addresses audience appropriately		24	30	30
Uses logic as primary but not only rhetorical appeal		16	20	20
Includes unique perspective and conclusion of arguer		16	20	20
Applies known evidence and knowledge to reach a conclusion		32	40	40
TOTAL:	50	80	100	100
Percentage (%)	50%	80%	100%	



Combination Rubric



Report leading to Inductive Questions leading to Deductive Conclusion	Struggling	Achieving	Mastering	TOTAL
Reports information in the form of exposition, review, and summary				40
Question that is asked or conjecture made clearly emerges from summary and review				30
Analyzes and interprets data and ideas and draws conclusion				20
Takes a stance in the form of a thesis				20
Reiterates data and evidence as proof of thesis				40
TOTAL:	50	100	150	150



Combination Rubric



Report leading to Inductive Questions leading to Deductive Conclusion	Struggling	Achieving	Mastering	TOTAL
Reports information in the form of exposition, review, and summary	13.2	26.4	40	40
Questions that is asked or conjecture made clearly emerges from summary and review	10	20	30	30
Analyzes and interprets data and ideas and draws conclusion	6.6	13.2	20	20
Takes a stance in the form of a thesis	6.6	13.2	20	20
Reiterates data and evidence as proof of thesis	13.2	26.4	40	40
TOTAL:	50	100	150	150
Percentage:	(33%)	(66%)	(100%)	



Inductive Rubric



Inductive Research Process	Struggling	Achieving	Mastering	TOTAL
Starts with a reasonable conjecture				
Uses data and ideas as evidence to establish the conjecture as true or not				
Applies knowledge to reach a conclusion				
Analyzes and interprets data and ideas from experiment and/or sources				
Reaches a result that creates new knowledge				
TOTAL:				



Informative/Report Rubric



Informative/Report Process	Struggling	Achieving	Mastering	TOTAL
Has a “good”, focused topic or “good” guiding question				
Summarizes relevant literature data and ideas				
Presents analysis and interpretation of others				
TOTAL:				



Deductive Research Rubric



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Combination Rubric



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Questions that is asked or conjecture made clearly emerges from summary and review				
Analyzes and interprets data and ideas and draws conclusion				
Takes a stance in the form of a thesis				
Reiterates data and evidence as proof of thesis				
TOTAL:				



Peer Review Components

- Peer review is best when it starts with observation and not evaluation.

Observational Peer Review

Inductive 
What is the conjecture that is being made?
What kinds of data is used as evidence to support or refute the conjecture?
What is the conclusion that is reached?
Locate and identify place where the document interprets data and ideas from experiment and/or sources
What is the new knowledge that is presented?

Research/Informing 
What is the topic? What is the question being asked?
Locate the analysis and interpretation of others.
Locate areas of summary.

Deductive 
What is the thesis?
Locate the analysis and interpretation of others.
Locate areas of summary.

Peer Review Components

- Peer Review at the more sophisticated levels includes evaluation.

Evaluative Peer Review

Inductive 
Is the conjecture focused or narrow enough for the scope of the topic of study?
Are the kinds of data and evidence used to support or refute the conjecture adequate?
Does the conclusion that is reached follow logically from the proposition?
Is the new knowledge that is presented actually new?

Research/Informing 
Is the scope of the topic appropriate?
Is the analysis and interpretation of others explained fully?
Are the areas of summary coherent?

Deductive 
Is the thesis focused enough for the scope of the project?
Are the rhetorical appeals effective?
Is the perspective of the author (as compared to other scholars) presented in a believable way?
Is the evidence that supports the thesis actually succeeding?

The things left out of the rubrics

- Now let's add the things left out of the rubrics

The things that are right or wrong:

- Grammar
- Citation Conventions

Consider using a neutral to negative rubric for these components that have less to do with research and more to do with performance:

Point deductions should be decided based on context, draft, and goals of the course.

	Deduct points relative to perceived worth	Deduct points relative to perceived worth	Zero (neutral)
Grammar	Lots of mistakes	Modest mistakes	No or few mistakes
Citation	Lots of mistakes	Modest mistakes	No or few mistakes
	Is meaning affected?	Is professionalism affected?	

The “yes” or “no” (did it or didn’t things)

	Yes	No
Met page length requirement		
Has a title		
Uses citation style appropriate to discipline		
Uses # of required sources		
Works Cited is included		



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Questions?

What questions do you have about today's topic?



Academic Outreach & Innovation

LEARNING INNOVATIONS

Thanks for attending!

Contact us

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Let's explore the possibilities together!