Generic Rubric: Writing and Text Analysis–

	Content*	Organization	(Style) Clarity of Meaning	MUGS
4	TOPIC: The research report addresses only ONE brain system or part from the five choices given. The role of the selected brain system or part in making effective personal decisions is clearly stated. RESEARCH QUESTION: There is a clearly stated research question. THESIS: The assertion statement provides a clear, strong statement of the student's position on the topic. IMPORTANT IDEAS ABOUT THE TOPIC: Includes evidence that supports the assertion with examples that are specific and relevant and the explanations show how the evidence supports the student's thesis. A summary, or paraphrase, or quotation is included.	STRUCTURAL PATTERN: The research report is organized according to only one structural pattern. It is well-organized and follows the form required. Student demonstrates a superior ability to critique the research report in terms of UNITY, COHERENCE, LOGIC and CONSISTENCY. The research report is consistent: adheres to the topic; makes incisive, logical and explicit connections; is organized in paragraphs; and has a clear sense of a beginning, middle, and end.	Student includes: an ABSTRCT, and paragraphs are labeled Introduction, Key Findings, Discussion/Interpretation of Results, Methods, and Conclusions/Recommendations; *__OR__* student incorporates VISUAL TEXT (Chart, Graph, Map, etc.) Writing sounds natural and is easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own." BIBLIOGRAPHY: The research report includes a 5-item bibliography.	Research report includes sentence variety. The research report contains few, if any errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.
3	TOPIC: The research report addresses only ONE brain system or part from the five choices given. The role of the selected brain system or part in making effective personal decisions is stated. RESEARCH QUESTION: There is a research question but not clearly stated. THESIS: The assertion statement provides a simple statement of the student's position on the topic. IMPORTANT IDEAS ABOUT THE TOPIC: Includes evidence that supports the assertion with examples and the explanations partially show how the evidence supports the student's thesis. A summary, or paraphrase, or quotation may be included or missing.	STRUCTURAL PATTERN: The research report is organized according to only one structural pattern and follows the form required. Student demonstrates some ability to critique the research report in terms of UNITY, COHERENCE, LOGIC and CONSISTENCY. The research report is not totally consistent but in general it adheres to the topic; makes incisive, logical and explicit connections; is organized in paragraphs; and has a clear sense of a beginning, middle, and end.	Student includes: an ABSTRCT, and paragraphs are labeled Introduction, Key Findings, Discussion/Interpretation of Results, Methods, and Conclusions/Recommendations; *__OR__* student incorporates VISUAL TEXT (Chart, Graph, Map, etc.) Writing sounds un-natural and is difficult-on-the-ear when read aloud. Each sentence is difficult to understand and has no obvious emphasis. The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own." BIBLIOGRAPHY: The research report includes a less-than-5-item bibliography.	Research report includes some sentence variety. The research report contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere completely with the reader's understanding of the writing.

		Content*	Organization	(Style) Clarity of Meaning	MUGS
2		TOPIC: The research report addresses only ONE brain system or part from the five choices given. The role of the selected brain system or part in making effective personal decisions is not stated. RESEARCH QUESTION: There is a stated research question. THESIS: The assertion statement provides some idea of the student's position on the topic. IMPORTANT IDEAS ABOUT THE TOPIC: Includes very little or no evidence that supports the assertion with examples or the explanations show how the evidence supports the student's thesis. A summary, or paraphrase, or quotation is not included.	STRUCTURAL PATTERN: The research report is not totally organized according to only one structural pattern. It is not well-organized and does not follow the form required. Student demonstrates little ability to critique the research report in terms of UNITY, COHERENCE, LOGIC and CONSISTENCY. The research report is not consistent: it does not adhere to the topic; it does not make incisive, logical and explicit connections; is not organized in paragraphs; and has no clear sense of a beginning, middle, and end.	Student fails to include: an ABSTRCT, and paragraphs are not labeled Introduction, Key Findings, Discussion/Interpretation of Results, Methods, and Conclusions/Recommendations; _**OR**_ student fails to incorporate VISUAL TEXT (Chart, Graph, Map, etc.) Writing sounds very un-natural and is very-hard-on-the-ear when read aloud. Each sentence seems copied verbatim and has no obvious emphasis. The writer seems to be writing from very limited knowledge or experience. The author has taken the ideas and made them "his own" by copying them verbatim. BIBLIOGRAPHY: The research report includes a less-than-3-item bibliography.	Research report includes little sentence variety The research report contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.
1		TOPIC: The research report does not address only ONE brain system or part from the five choices given. The role of the selected brain system or part in making effective personal decisions is not stated. RESEARCH QUESTION: There is a stated research question. THESIS: The assertion statement does not provide a clear statement of the student's position on the topic. IMPORTANT IDEAS ABOUT THE TOPIC: Includes no evidence that supports the assertion with examples that are specific and relevant and the explanations do not show how the evidence supports the student's thesis. A summary, or paraphrase, or quotation is not included.	_Serious_ organizational problems can be identified in the research report. It has _little_ or _no:_ order, connections among ideas, sense of beginning, middle, and end. It may be a rambling collection of thoughts and digressions.	The research report is difficult to read aloud because it sounds awkward, and sentences are distractingly repetitive, or difficult to understand. The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	Sentences may or may not be well constructed, but no sentence variety is included. The research report contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do interfere with the reader's understanding of the writing.

Note: MUGS: **Mechanics** (the editing rules of capitalization, punctuation, indentation, and manuscript form); **Usage** (formal and informal language influenced by region and culture); **Grammar** (knowing the structure of the language, including subject-verb agreement and pronoun case); **Spelling**.

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