

Scoring Rubric

| Dimension | Sophisticated | Competent | Needs Work |
|------------------|--|---|---|
| Response | Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. <i>(Value: 1=Credit)</i> | Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. <i>(Value: 1=Credit)</i> | Response may not be clear and the connections to the question are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. <i>(Value: 0=No Credit)</i> |
| Writing | Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. <i>(Value: 1=Credit)</i> | Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. <i>(Value: 1=Credit)</i> | Writing is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. <i>(Value: 0=No Credit)</i> |

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 Adapted from: Scoring Rubric for Short, Research-based Position Paper
 Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University