

Writing Rubric for HR Term Paper

The maximum points you can earn for the Term Paper is 100% or 100 points. There are a total of 117 possible points which are used to calculate a grade out of 100. Scores for Paper Format, General Readability, and Report Content will be added together for the final score. Grading Scale: A = 90 points and greater; B = 80-89 points; C = 70-79 point, D = 60-69, F = less than 60 points.

Possible Points

Paper Format: 1 to 10 points

General Readability: 18 to 42 points

Report Content: 35 to 65 points

Total: 54 to 117 *

(*Please note: Each incident of improperly referencing an author's work will result in a 5 point reduction. Plagiarism, regardless of intent, could result in a grade of 0 at maximum penalty. At minimum, a sentence or paragraph copied from an unapproved website and/or not correctly cited will result in a 10 point reduction for each occurrence.)

PAPER FORMAT

Students are expected to meet all of the paper format criteria. Proper formatting counts 10 points of the 100 points in the team grade. Any missed criteria in the above list will result in a 1-point reduction for each item.

Met Criteria?	Yes	No
double-spaced		
Times New Roman 12 pt font		
margins of one inch (top, bottom, left, and right)		
Indentation of 1 st line of paragraph (5-8 spaces)		
Typed black ink on white paper		
Has cover page and running header with page number in top right corner of page.		
Sections are delineated with section headings to make it easy for the reader to follow as instructed.		
6 to 12 pages of writing in Term Paper (<u>not</u> including the cover page, reference pages, and any figures, tables, or graphs included in the appendix or paper)		
No more than 20% of text in direct quotes (Check in Turnitin.com if not sure) The % must be less than 30%		
There are at least 10 references in APA format and none of them are websites unless I was given explicit permission to use them from Dr. Mann. If I used any websites, I still have at least seven peer-reviewed journal articles. (If I have appendices they are after my references.)		

GENERAL READABILITY

Students should “meet expectations” for each skill/competency (5 pts each) in General Readability (which would be a total of 30 points). This component of the written report grade is worth 18-42points. Students that perform Above Expectations throughout the paper will earn 7 points for each skill/competency that is demonstrated to be exceptional. Students that repeatedly fall below expectations, because of errors throughout the paper, will earn only 3 points for each skill/competency that is deficient (Below Expectations).

	Skill or competency	Above (7pts) Expectations	Met (5 pts) Expectations	Below (3 pts) Expectations
Spelling & Grammar				
	Minimized spelling errors			
	Minimized grammatical errors			
Citations & References				
	In-line citations correctly formatted using APA.			
	At least 10 references correctly formatted using APA.			
Language skills				
	Vocabulary is precise, appropriate, using advanced vocabulary when necessary. Tone is mature, consistent, & suitable for topic and audience.			
	Clear and concisely written sentences. Sentence structure is varied & employed for effect.			

REPORT CONTENT: Students should meet expectations for each writing objective on the next page (10 points each for a total of 50 points). This final component of the written report grade is worth 35-65 points. Student group reports will be evaluated on each writing objective based on the description in the respective boxes for “above expectations”, “met expectations”, and “below expectations”.

Report Content Grading

Writing Objectives	Above Expectations	13 pts	Met Expectations	10 pts	Below Expectations	7 pts
Introduction that grabs reader's attention and provides road map for paper.	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope and direction in paper. Grabs reader's attention.		Accurately identifies and provides an explanation of potential contextual issues.		Does not explain contextual issues; provides inaccurate information; or merely provides a list.	
Defines and summarizes the HR Topic area and provides background/ History (including relevant laws and legislation)	Accurately and thoroughly defines the HR issue and provides a well-developed summary of background, laws and/or history.		Accurately defines the HR issue and provides a brief summary of background, laws, and history.		Provides incomplete definition of HR issue and provides a poor summary of important background, laws, and history.	
Presents research related to benefits of topic or consequences of having this issue in the organization. Identifies benefits or consequences and provides quality supporting data/evidence	Provides a well-developed examination of data/evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion.		Examines data/evidence and questions the quality. Distinguishes between fact and opinion		Merely uses their own conjecture and does not provide support for ideas with statistics or dollar figures. Does not justify position or distinguish between fact and opinion.	
Identifies and evaluates HR best practices and the role of the HR Office.	Accurately identifies and provides a well-developed evaluation of best practices supported by experts.		Accurately identifies and provides a brief evaluation of practices identified by experts.		Does not accurately identify alternative arguments and/or fails to provide research based support for best practices.	
Identifies and evaluates conclusions, implications, and/or consequences (Summary)	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions.		Accurately identifies conclusions, implications, and consequences with a brief evaluative summary.		Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area.	

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Try to go beyond just regurgitating knowledge and facts to higher levels of assessment, as delineated by Bloom's Taxonomy below.

Bloom's Taxonomy:

LEVEL 4: Analysis (breaking down material into constituent parts, detecting the relationships of the parts and of their organization) *subdividing something to show how it is put together, finding the underlying structure/pattern, identifying motives/ meanings, separating whole into component parts*

LEVEL 5: Synthesis (putting together elements/parts to form a new whole) *creating a unique idea, relating data/knowledge from several contextual areas, combining ideas to form a new conclusion, predicting/drawing conclusions*

LEVEL 6: Evaluation (making judgments about the value for some purpose) *comparing and discriminating between ideas, assessing value of theories, making value decisions about issues, resolving controversies or differences of opinion, developing opinions, judgments or decision*