

Rubric: Environmental ScienceBite Article
ENR2100 Introduction to Environmental Science

	Excellent (5 Points)	Good (4 Points)	Fair (3 Points)	Poor (2 Points)
Topic Selection	Topic of the paper is clearly defined. Research focus has been narrowed by specific criteria. (i.e. geographic location, specific compound or species, etc.) The topic/issue can be explored in depth given within the paper's length.	Topic is specific enough that the student can give proper treatment within the given length. Student may still need to narrow the focus by applying specific criteria to eliminate unnecessary information.	Student has narrowed the topic somewhat. Further research may lead to a better topic selection.	Topic is very general and has no focus. Scope of the paper is so broad it is impossible to give proper treatment within the given length.
Content	Science presented is understood by the writer and explained clearly. Importance or significance of the topic is established. Solutions offered are thoughtful, relevant, scientifically supported.	Science presented is accurate but could be explained more clearly. Significance of topic is loosely established. Solutions offered are general but still relevant.	Explanation of science is confusing or difficult to understand. Importance of topic is alluded to. Solutions offered are unrealistic or vague. (i.e. "something needs to be done...")	Presented science is explained incorrectly. Significance or importance is not established. No solutions are offered.
Organization	Ideas are arranged logically to support the purpose of the paper. Paragraphs contain one topic sentence, and supporting sentences clearly flow from one to the other. Paragraphs also are clearly linked to each other. The reader can easily follow the paper.	Writing is logically organized to support the central purpose. Paragraphs contain only one main idea, with each paragraph supporting the others. The reader can follow the structure of the paper and understands the writer's intentions.	In general, writing is logically organized. Occasionally paragraphs contain more than one main idea or contain sentences unrelated to the main idea. Some support and flow among paragraphs. Reader has a fairly clear idea of what the writer intends.	Writing is not logically organized. Paragraphs lack topic sentences and may contain more than one major idea. Paragraphs and sentences do not support each other.
Grammar & Mechanics	Vocabulary used is precise and appropriate. Language is formal and only third person is used. Grammar is error free.	Vocabulary is appropriate. Language is mostly formal with occasional conversational language. Only third person is used. Occasional grammatical errors are present.	Vocabulary is weak and imprecise. Some distracting grammatical errors are present. Language is a mixture of formal and conversational. Only third person is used. Numerous grammatical errors are present.	Vocabulary is inadequate to the topic or is incorrect. Language is colloquial, including phrases, idioms, and slang that is distracting or makes the meaning unclear. First person is used. Grammatical errors are numerous and distracting.

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Template	All sections of the template are used and template directions followed (i.e. font size, word length, required information, etc.)	All sections of the template are used but not all directions are followed.	Key information required by the template (i.e. name, institution, etc) are missing, sections are not properly used, and/or directions are not followed.	The template is not used. Length of article exceeds 1,100 words or is less than 750 words.
Figure Quality	Figures are easy to read (high resolution), aesthetic, and add to the understanding on the topic. Figures are JPEG or TIFF and have a size no smaller than 2-inch width by 2-inch height.	Figures are easy to read (high resolution) and add to the understanding of the topic but may be unattractive or too small.	Required number of figures present but are repetitive. Not all figures add understanding to the topic. Some figures are difficult to read (too small or low quality).	Figures are missing or more than 6 figures are included. Figures do not add understanding to the topic. Original figure (created by writer) is not included.
Figure Citation	All figures are properly cited within the figure captions (See ScienceBite directions). Original figures (created by writer) are clearly marked and include proper citation ("last name, year created").	Figures from sources are properly cited but original figure is not denoted.	Not all figures include proper citation (see ScienceBite directions).	Figures are not cited or a web address (URL) is used in place of a formal citation.
Use of References	All content is properly cited (See ScienceBite directions) (i.e. "last name, year" or by use of numbered superscripts). All references included in the bibliography are cited within the article or to cite figures.	Citations only appear at the end of paragraphs. (Note: each and every sentence that contains citable information must end with a reference).	Secondary sources are primarily used to support content. Bibliography and in-text citations are inconsistent or incorrect.	In-text citations and/or bibliography are not present.
Quality of References	Ten or more references are used. Six or more references are primary sources. Only approved, trusted sources are included.	Only 9 references are used or only 5 primary sources are present.	Less than 9 sources are used or more than 2 primary sources are missing.	Primary sources are not present. Wikipedia or other unreliable tertiary references are cited.
Plagiarism	Content is original and properly cited using reliable sources.	-	Content is poorly paraphrased from sources and/or is not cited. (-25 points)	Content is directly copied and pasted from sources (-50 points)