Research Paper Grading Rubric

Name: Course: Date:

CATEGORY	Unacceptable (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	(Excellent (Exceeds Standards)	SCORE
Introduction	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lucks adequate theses statement.	Conveys topic, but not key questrion(s). Describes subtopics to be reviewed. General thoses statement.	Conveys topic and key question(s). Clearly deliments subtopics to be reviewed. General thesis statement.	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	5 points
Focus & Sequencing	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonesistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	15 points
Support	Few sources supporting thesis. Sources insignificant or unsubstantiated.	Sources generally acceptable but not peer-neviewed research (evidence) based.	Sources well selected to support thesis with some research in support of thesis.	Strong peer- reviewed research based support for thesis.	15 points
Conclusion	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	S points
Grammar & Mechanics	Grammatical errors or spelling & punctuation substantially detract from the paper.	Very few grammatical, spelling or panctuation errors inserfere with reading the paper.	Grammatical errors or spelling & punctuation are rare and do not detract from the paper.	The paper is free of grammatical errors and spelling & punctuation.	20 points
APA Style & Communication	Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Erroes in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Rare errors in APA style that do not detract from the paper, Scholarly style. Writing has minimal awkward of unclear passages.	No errors in APA style, Scholarly style. Writing is flowing and easy to follow.	20 points
Citations & References	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citations missing or incorrectly written.	All references and citations are correctly written and present.	20 points

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courage to implement its concepts and an open minded willingness to challenge the educational status quo of what is for the instructional promise of what could be Handbook of Evidence-Based Practices in Autism Spectrum Disorder Brian Reichow, Peter Doehring, Fred R. Volkmar, 2025-02-17 The handbook examines the empirical status of interventions and treatments for individuals with autism spectrum disorder ASD It offers an insightful and balanced perspective on topics ranging from the historical underpinnings of autism treatment to the use of psychopharmacology and the implementation of EBPs The book reviews the conceptualization of evidence based practices EBPs as well as considerations for implementing such practices across settings In addition it describes emerging treatments though they cannot yet be considered evidence based that have produced limited but highly promising results The book also describes treatments and therapies that have been proved ineffective It explores ways in which EBPs can be applied in inclusive school settings pedatric settings in patient treatment progams and college based programs for transition aged youth The volume describes outcomes from the development of EBP guidelines at the national level in Scotland and more broadly in the United States and outlines how such guidelines can be adapted to offer more individualized intervention Key areas of coverage include Comprehensive treatment models including early intensive behavioral intervention pivotal response treatment Early Start Denver Model and Naturalistic Developmental Behavioral Interventions Focal treatments addressing the core deficits of ASD and its co occurring conditions Social skills communication and the use of applied behavior analysis ABA practices for teaching new skills and decreasing challenging behaviors Sensory based interventions psychopharmacology cognitive behavior therapy and parent education programs e g Project ImPACT The Handbook of Evidence Based Practices in Autism Spectrum Disorder is an invaluable resource for researchers professors and graduate students as well as clinicians therapists and all professionals working in the fields of developmental clinical child and school psychology pediatrics social work behavior analysis allied health sciences public health child and adolescent psychiatry early childhood intervention and general and special education

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