CS 492 Grading Rubric For Assignments (Adapted from: https://tinyurl.com/cs492rubric)

Score	2	1.5	1	0.5	0
Thesis	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.	No submission or paper is too scattered.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion may or may not be clear or included.	Exactly one of the introduction or conclusion is missing or extremely unclear.	No submission or there is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident. Technical CS skills are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident. Depth in CS analysis is missing.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited. Limited CS analysis is present	The author's purpose of writing is somewhat clear, but evidence is lacking. The author's knowledge and/or experience with the topic is/are minimal. Minimal CS knowledge is present.	No submission or the author's purpose of writing is unclear or CS technical expertise is missing.
Evidence	Evidence is clearly stated and supports the thesis. When applicable, references used when appropriate, correct, and references adhere to some standard format.	Evidence is well-stated and supports the thesis. When applicable, references used when appropriate, correct or contain minor mistakes, and references adhere to some standard format.	Evidence is limited or contradicts thesis. When applicable, references are used but contain mistakes.	Evidence is missing. References not used however are needed to support thesis.	No submission or complete disregard of evidence and references.
Word Choice, Sentence Structure, Grammar, Spelling	The author uses appropriate jargon and university level language. The choice and placement of words seems accurate, natural, and not forced. All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	The author uses appropriate jargon and university level language. The choice and placement of words is inaccurate at times and/or seems overdone. Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	The author uses words that communicate clearly, but the writing lacks variety of a university level student. Lack of domain-specific jargon used or used incorrectly. Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	The writer uses a limited vocabulary. Jargon or clichès may be present but detract from the meaning. Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.	No submission or paper is not written in comprehensible English.