

IRR Rubric Breakdown:

		Performance Levels			
Row	Content/ proficiency area	Low	Medium	High	Max points
1	Understand and Analyze Context	Author's sources were too simplistic OR <b>doesn't prove research</b> No or simplistic connection to a larger context of issue (2)	Author used multiple sources Author vaguely references the larger context of issue (4)	Author used multiple, appropriate sources Paper recognized a larger context of issue (6)	/ 6
2	Understand and Analyze Argument	Author misconstrues the arguments presented Author's logic is simplistic or flawed (2)	Author summarizes information effectively, but simplistically Author shows an inconsistent use of logic (4)	Author clearly understand the argument presented Author presents clear logic in grounds and warrants (6)	/ 6
3	Evaluate Sources and Evidence	Evidence from sources is used, but is too simplistic or does not reference the credibility of sources or relevance to the overall argument (2)	Author inconsistently references sources' credibility Evidence used is somewhat unclear (4)	Author establishes sources' credibility Author uses sources purposefully and clearly (6)	/ 6
4	Understand and Analyze Perspective	Author uses few points-of-view <b>and/or</b> Author oversimplifies the points-of-view (2)	Author identifies multiple general points-of-view <b>but...</b> Author make sonly general connections to those points-of-view (4)	Author used multiple points-of-view in evidence Connections to the sources are explicit and relevant (6)	/ 6
5	Apply Conventions (APA)	Multiple errors in citation OR References inconsistent or incomplete (1)	Sources cited but not accurately Errors exist in References page entries (2)	Sources are cited accurately References page is accurate (3)	/ 3
6	Apply Conventions (M.U.G.S.)	Mistakes in Mechanics Usage, Grammar, and Spelling interfere with the successful communication of the author's point (1)	Mistakes in Mechanics Usage, Grammar, and Spelling occasionally confuse the writer's meaning (2)	Mistakes in Mechanics Usage, Grammar, and Spelling do not inhibit the reader's comprehension (3)	/ 3