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| **Describe a relevant criminal justice topic** | | 0 (0%) - 23 (11.5%)  Introduction is missing. | 24 (12%) - 27 (13.5%)  Introduction presents the main topic but does not adequately describe the structure of the paper and/or the relevance of the topic. | 28 (14%) - 35 (17.5%)  Introduction presents the main topic, adequately describes the  structure of the paper, and clearly demonstrates the relevance of the topic. |
| **Explain a criminal justice topic** | | 0 (0%) - 23 (11.5%)  The main topic is missing. | 24 (12%) - 27 (13.5%)  There is one topic, although it is somewhat unclear at times. Information is somewhat presented in a logical order. Supportive sentences sometimes clarify and explain the topic. | 28 (14%) - 35 (17.5%)  There is one clear, well-focused topic. The main idea stands out and is supported by detailed information. Supportive sentences clarify and explain the topic. |
| **Analyze multiple criminal justice perspectives** | | 0 (0%) - 23 (11.5%)  The analysis is unbalanced or missing. | 24 (12%) - 27 (13.5%)  The analysis presented is somewhat unbalanced, not taking into account multiple perspectives. | 28 (14%) - 35 (17.5%)  A balanced analysis is presented, demonstrating an understanding of multiple perspectives. |
| **Demonstrate effective writing** | | 0 (0%) - 23 (11.5%)  Information is not in a logical order. Feedback from the Walden Writing Center is not incorporated. Information is not supported by 3–5 current (published within the last 5 years) scholarly resources or they were not located in the Walden University Library. | 24 (12%) - 27 (13.5%)  Information is somewhat presented in a logical order. Feedback from the Walden Writing Center is not clearly incorporated. Information is not supported by 3–5 current (published within the last 5 years) scholarly resources or they were not located in the Walden University Library. | 28 (14%) - 35 (17.5%)  Information is presented in a logical order. Feedback from the Walden Writing Center is clearly incorporated. Information is supported by 3–5 current (published within the last 5 years) scholarly resources that were located the Walden University Library. |
| **Create research conclusions** | | 0 (0%) - 23 (11.5%)  The conclusion is not clear or is missing. | 24 (12%) - 27 (13.5%)  The conclusion is present but does not address several loose ends. Or, the conclusion ends abruptly. Conclusion demonstrates a somewhat unbalanced analysis. | 28 (14%) - 35 (17.5%)  The conclusion is strong, leaving no loose ends. Conclusion demonstrates clearly that the student was able to write a balanced analysis. |
| **Develop clear introduction statements.** | | 0 (0%) - 4.3 (2.15%)  Introduction statement is not present. | 4.4 (2.2%) - 4.9 (2.45%)  Introduction statement is unclear and/or unfocused. | 5 (2.5%) - 6.25 (3.12%)  Introduction statement is well-defined and clearly describes the topic and focus of the response. |
| **Use transitions to connect ideas.** | | 0 (0%) - 4.3 (2.15%)  Transitions are not present. | 4.4 (2.2%) - 4.9 (2.45%)  Transitions are used inconsistently or limit reader’s access to ideas. | 5 (2.5%) - 6.25 (3.12%)  Writing conveys a cohesive idea through the effective use of transitions. |
| **Use appropriate tone and vocabulary for a given audience.** | | 0 (0%) - 4.3 (2.15%)  Vocabulary and tone are inappropriate for the audience. | 4.4 (2.2%) - 4.9 (2.45%)  Vocabulary and tone vary throughout the writing, limiting reader’s access to ideas. | 5 (2.5%) - 6.25 (3.12%)  Vocabulary and tone communicate key concepts that are appropriate for the audience. |
| **Apply APA formatting and style guidelines.** | | 0 (0%) - 4.3 (2.15%)  APA formatting and style are not present. | 4.4 (2.2%) - 4.9 (2.45%)  Writing inconsistently uses in-text citations and references. Major errors in APA style impede understanding and/or violate standards for academic integrity. | 5 (2.5%) - 6.25 (3.12%)  Writing uses in-text citations appropriately, includes references when applicable, and is formatted according to APA style. Minor errors in APA style do not impede understanding or violate standards for academic integrity. |
| Total Points: 200 | | | | |