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NUR 392: Root Cause Analysis Paper Grading Rubric

Criterion	Exceeds Expectations 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1	Score
<b>Development and Content</b>	Introduces and presents paper effectively and clearly; purpose is readily apparent to the reader.	Introduces and presents paper adequately; purpose is not consistently clear throughout the paper.	Introduces and presents paper somewhat effectively; writing has a clear purpose but may sometimes digress from it.	Introduces and presents paper poorly; purpose is generally unclear.	
<b>Development and Content</b>	Develops paper with exceptional care, including all topics assigned in a seamless manner; provides a balanced presentation of relevant information and shows a thoughtful, in-depth analysis of the topics; reader gains insights.	Develops paper as assigned, including a full discussion of each topic assigned; information displays a clear analysis of the significant topics; reader gains some insights.	Does not fully develop paper as assigned and may ignore one of the three major issues or treat it in a cursory manner; analysis is basic or general; reader gains few insights.	Paper is undeveloped; paper does not relate to the assignment and includes very little discussion of the issues discussed in the course; analysis is vague or not evident; reader is confused or may be misinformed.	
<b>Cohesion and Insight</b>	Ideas are supported effectively; writer shows clear evidence of having understood and synthesized course concepts; the application of concepts to the event chosen is exceptional.	Ideas are generally supported; writer shows evidence of having read, understood, and correctly applied the course concepts to the event chosen.	Many ideas are unsupported and it may not be clear whether the writer has understood or synthesized the concepts; application to the event may be incomplete.	Writing is incoherent and shows little or no insight; there is no evidence that the writer has read the assigned texts or understood the concepts.	
<b>Organization</b>	Arranges ideas clearly and logically to support the purpose or argument; ideas flow smoothly and are effectively linked; reader can follow the line of reasoning.	Arranges ideas adequately to support the purpose or argument; links between ideas are generally clear; reader can follow the line of reasoning for the most part.	Arranges ideas adequately, in general, although ideas sometimes fail to make sense together; reader remains fairly clear about what writer intends.	Arranges ideas illogically; ideas frequently fail to make sense together; reader cannot identify a line of reasoning and becomes frustrated or loses interest.	
<b>Writing Mechanics</b>	Writing demonstrates a sophisticated clarity, conciseness, and correctness.	Writing is accomplished in terms of clarity and conciseness and contains only a few errors.	Writing lacks clarity or conciseness and contains numerous errors.	Writing is unfocused, rambling, or contains serious errors.	
<b>APA Format</b>	Uses APA format accurately and consistently.	Uses APA format with minor violations.	Reflects incomplete knowledge of APA format.	Does not use APA format.	
<b>Final Score</b>					

**Note:** Criteria are evaluated on a 4-3-2-1-0 basis. Total rubric points are converted first to a letter grade and then to a numerical equivalent based on a 0–100 scale: 23–24 = A (93–100); 22 = A– (90–92); 21 = B+ (88–89); 17–20 = B (83–87); 16 = B– (80–82); 15 = C+ (78–79); 11–14 = C (73–77); 10 = C– (70–72); 5–9 = D (60–69); 0–4 = F (below 60).



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