

Features:	Description:	Range :	Comments on student paper for each feature (noting problems and strengths):
<b>Coverage of issues and information</b>	<p>Includes the following:</p> <ol style="list-style-type: none"> <li>1. A brief summary.</li> <li>2. An introductory paragraph that describes some of the most important nuclear-explosive nuclides.</li> <li>3. A paragraph that (a) lists the isotope requirements for making a uranium weapon, (b) lists the technologies currently available to produce uranium that meets these requirements, and (c) notes and describes the particular technology that is currently favored.</li> <li>4. A paragraph that describes the simplest way to create a nuclear explosion using weapons-grade uranium.</li> <li>5. A paragraph that lists the usually quoted isotope requirements for making a plutonium weapon and describes the technologies used to produce plutonium that meets these requirements.</li> <li>6. A paragraph that describes how to create a nuclear explosion using weapons-grade plutonium.</li> <li>7. A paragraph that explains why the production method that is optimal for producing weapons-grade plutonium is incompatible with efficient power generation.</li> <li>8. A paragraph that describes why it is more difficult to make a bomb using reactor-grade plutonium than using weapons-grade plutonium. Indicate whether it is possible to create a nuclear explosion using reactor-grade plutonium.</li> <li>9. A final paragraph that explains briefly why restricting the availability of nuclear explosive nuclides is the most effective way to prevent the spread of nuclear weapons.</li> </ol>	<p>25%</p> <p><b>High</b></p> <p><b>Mid</b></p> <p><b>Low</b></p>	
<b>Precise and accurate use of concepts</b>	Course concepts from lecture and readings are employed clearly, accurately, and with a sufficient level of detail (i.e. quantified) in service of the above objectives.	<p>15%</p> <p><b>High</b></p> <p><b>Mid</b></p> <p><b>Low</b></p>	
<b>Explanation &amp; argument</b>	Rationale for arguments (particularly regarding sections 3c, 4, 7, 8, and 9) is clear and convincing.	<p>15%</p> <p><b>High</b></p> <p><b>Mid</b></p> <p><b>Low</b></p>	

<b>Professional style</b>	<p>Geared toward a college-educated member of congress.</p> <p>Congruent with Congressional Research Service report style. Language (word choice, sentence structure, flow of information etc.) is precise and straightforward, attending to:</p> <ul style="list-style-type: none"> <li>Concision</li> <li>Clarity</li> <li>Brevity</li> <li>Professional tone</li> <li>Organization</li> </ul> <p>Comprehensive and thoughtful use of sources (need all three).</p> <ul style="list-style-type: none"> <li>- Source info clearly cited.</li> <li>- Uses a mixture of quotation, paraphrase, and summary.</li> </ul>	<p>15%</p> <p><b>High</b></p> <p><b>Mid</b></p> <p><b>Low</b></p>	
<b>Conformity to conventions</b>	<p>1.5-2 pages, singled-spaced</p> <p>Title and section headings specified in prompt</p> <p>Header and date in correct format</p> <p>Page numbers</p> <p>12-point Times New Roman font throughout (including page numbers)</p> <p>1.25" side margins and 1" top margins and .5" bottom margins.</p> <p>Citation practices specified in prompt.</p> <p>Key terms bolded in first use</p> <p>(check = all correct, x = some mistakes (-5))</p> <p><b>**If you can't find the error, come to office hours!</b></p>	<p>10%</p> <p><b>High</b></p> <p><b>Low</b></p>	
<b>Copy editing and use of standard language</b>	<p>Grammar and mechanics are edited for correctness and legibility.</p> <p>Perfect polish is not necessary in a first draft, but out of respect for your reader, you should make some effort to make the draft an easy read.</p>	<p>5%</p> <p><b>High</b></p> <p><b>Low</b></p>	
<b>Thoughtful peer response</b>	<p><b>5% per response/comment</b></p> <p><b>RETURN RUBRICS TO YOUR TA FOR RE3V2!!!</b></p>	<p>15%</p>	<p><b>Note: The score marked by your TA does not yet include these points.</b></p>
<b>Overall Comments:</b>			