**Supplemental Material File 3: Paper Grade Sheet/Rubric**

Adaptation Paper Grade(group) = 150pts

Title/topic \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ Section First Authors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Category | Points | An A level product would include the following: | Specific comments |
| **Title:** | 2 | Short, directly worded, clearly states what the paper is about |  |
| **General Introduction to project** | 10 | Overall structure of paper outlined clearly here. Major points/concepts introduced and context provided for direction of sections to follow. |  |
| **Introduction: FUNCTION** | 4 | Topic sentence sets stage for section.  Background well developed so it is clear what type of evidence will follow. Hypothesis clear and appropriate with logical, supported predictions  Clearly stated objectives for the section.  A clear question being asked.  Reasons provided for why the question being investigated are made clear. |  |
| **Research: FUNCTION** | 10 | Major points made clearly with support from 10 lit.  logical arguments developed with supporting evidence.  Logical construction to the argument  High level of evidence presented from primary literature.  Critical analysis of evidence provided along with detailed descriptions of how evidence was developed.  Methods and results clear and complete enough for reader to understand and evaluate.  Data included to support arguments.  alternatives presented  Figures are included. Figures are appropriate, clear, and point of the figure explained. Accurate and appropriate figure legends included. |  |
| **Conclusions: FUNCTION** | 5 | Conclusions correctly drawn from evidence presented in body of paper.  Were the main points supported and developed.  Answered the general question they set out to answer.  Includes thoughts about the implications and broader meaning to overall question.  Synthesis of evidence present. |  |
| **Literature Cited: FUNCTION** | 2 | Appropriate scholarly sources – primary literature.  Quantity sufficient >5  Format in text correct  References paraphrased - no long quotes in text.  Format in Lit Cited correct. |  |
| **Grammar/Organization/Style FUNCTION** | 4 | Clear logical overall structure  Subtitles appropriate  paragraph structure, clear topic sentences  correct sentence structure, correct verb tense  clearly worded sentences  transition between sections present |  |
| **General/Other Comments FUNCTION** |  |  |  |
|  |  |  |  |
| **Introduction: FITNESS** | 4 | Topic sentence sets stage for section.  Background well developed so it is clear what type of evidence will follow. Hypothesis clear and appropriate with logical, supported predictions  Clearly stated objectives for the section.  A clear question being asked.  Reasons provided for why the question being investigated are made clear. |  |
| **Research: FITNESS**  **Figures:** | 10 | Major points made clearly with support from 10 lit.  logical arguments developed with supporting evidence.  Logical construction to the argument  High level of evidence presented from primary literature.  Critical analysis of evidence provided along with detailed descriptions of how evidence was developed.  Methods and results clear and complete enough for reader to understand and evaluate.  Data included to support arguments.  alternatives presented  Figures are included. Figures are appropriate, clear, and point of the figure explained. Accurate and appropriate figure legends included. |  |
| **Conclusions: FITNESS** | 5 | Conclusions correctly drawn from evidence presented in body of paper.  Were the main points supported and developed.  Answered the general question they set out to answer.  Includes thoughts about the implications and broader meaning to overall question.  Synthesis of evidence present. |  |
| **Literature Cited: FITNESS** | 2 | Appropriate scholarly sources – primary literature.  Quantity sufficient >5  Format in text correct  References paraphrased - no long quotes in text.  Format in Lit Cited correct. |  |
| **Grammar/Organization/Style FITNESS** | 4 | Clear logical overall structure  Subtitles appropriate  paragraph structure, clear topic sentences  correct sentence structure, correct verb tense  clearly worded sentences  transition between sections present |  |
| **General/Other Comments FITNESS** |  |  |  |
|  |  |  |  |
| **Introduction: HISTORY** | 4 | Topic sentence sets stage for section.  Background well developed so it is clear what type of evidence will follow. Hypothesis clear and appropriate with logical, supported predictions  Clearly stated objectives for the section.  A clear question being asked.  Reasons provided for why the question being investigated are made clear. |  |
| **Research: HISTORY**  **Figures:** | 10 | Major points made clearly with support from 10 lit.  logical arguments developed with supporting evidence.  Logical construction to the argument  High level of evidence presented from primary literature.  Critical analysis of evidence provided along with detailed descriptions of how evidence was developed.  Methods and results clear and complete enough for reader to understand and evaluate.  Data included to support arguments.  alternatives presented  Figures are included. Figures are appropriate, clear, and point of the figure explained. Accurate and appropriate figure legends included. |  |
| **Conclusions: HISTORY** | 5 | Conclusions correctly drawn from evidence presented in body of paper.  Were the main points supported and developed.  Answered the general question they set out to answer.  Includes thoughts about the implications and broader meaning to overall question.  Synthesis of evidence present. |  |
| **Literature Cited: HISTORY** | 2 | Appropriate scholarly sources – primary literature.  Quantity sufficient >5  Format in text correct  References paraphrased - no long quotes in text.  Format in Lit Cited correct. |  |
| **Grammar/Organization/Style HISTORY** | 4 | Clear logical overall structure  Subtitles appropriate  paragraph structure, clear topic sentences  correct sentence structure, correct verb tense  clearly worded sentences  transition between sections present |  |
| **General/Other Comments HISTORY** |  |  |  |
|  |  |  |  |
| **Introduction: POP GENE** | 4 | Topic sentence sets stage for section.  Background well developed so it is clear what type of evidence will follow. Hypothesis clear and appropriate with logical, supported predictions  Clearly stated objectives for the section.  A clear question being asked.  Reasons provided for why the question being investigated are made clear. |  |
| **Research: POP GENE**  **Figures:** | 10 | Major points made clearly with support from 10 lit.  logical arguments developed with supporting evidence.  Logical construction to the argument  High level of evidence presented from primary literature.  Critical analysis of evidence provided along with detailed descriptions of how evidence was developed.  Methods and results clear and complete enough for reader to understand and evaluate.  Data included to support arguments.  alternatives presented  Figures are included. Figures are appropriate, clear, and point of the figure explained. Accurate and appropriate figure legends included. |  |
| **Conclusions: POP GENE** | 5 | Conclusions correctly drawn from evidence presented in body of paper.  Were the main points supported and developed.  Answered the general question they set out to answer.  Includes thoughts about the implications and broader meaning to overall question.  Synthesis of evidence present. |  |
| **Literature Cited: POP GENE** | 2 | Appropriate scholarly sources – primary literature.  Quantity sufficient >5  Format in text correct  References paraphrased - no long quotes in text.  Format in Lit Cited correct. |  |
| **Grammar/Organization/Style POP GENE** | 4 | Clear logical overall structure  Subtitles appropriate  paragraph structure, clear topic sentences  correct sentence structure, correct verb tense  clearly worded sentences  transition between sections present |  |
| **General/Other Comments POP GENE** |  |  |  |
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| **Introduction: HERITABILITY** | 4 | Topic sentence sets stage for section.  Background well developed so it is clear what type of evidence will follow. Hypothesis clear and appropriate with logical, supported predictions  Clearly stated objectives for the section.  A clear question being asked.  Reasons provided for why the question being investigated are made clear. |  |
| **Research: HERITABILITY**  **Research: HERITABILITY**  **Figures: HERITABILITY** | 10 | Major points made clearly with support from 10 lit.  logical arguments developed with supporting evidence.  Logical construction to the argument  High level of evidence presented from primary literature.  Critical analysis of evidence provided along with detailed descriptions of how evidence was developed.  Methods and results clear and complete enough for reader to understand and evaluate.  Data included to support arguments.  alternatives presented  Figures are included. Figures are appropriate, clear, and point of the figure explained. Accurate and appropriate figure legends included. |  |
| **Conclusions: HERITABILITY** | 5 | Conclusions correctly drawn from evidence presented in body of paper.  Were the main points supported and developed.  Answered the general question they set out to answer.  Includes thoughts about the implications and broader meaning to overall question.  Synthesis of evidence present. |  |
| **Literature Cited: HERITABILITY** | 2 | Appropriate scholarly sources – primary literature.  Quantity sufficient >5  Format in text correct  References paraphrased - no long quotes in text.  Format in Lit Cited correct. |  |
| **Grammar/Organization/Style HERITABILITY** | 4 | Clear logical overall structure  Subtitles appropriate  paragraph structure, clear topic sentences  correct sentence structure, correct verb tense  clearly worded sentences  transition between sections present |  |
| **General/Other Comments HERITABILITY** |  |  |  |
| **GENERAL CONCLUSIONS** | 10 | **Is this an adaptation? Why/why not.** |  |
| **Literature cited section** | 3 | Format correct. Order correct.  All references used in text cited present in Literature cited. |  |
|  | 150 |  |  |