

# How to grade a research paper

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EVALUATING AND GRADING OF A RESEARCH PAPER A research paper is not only meant to add up to the already existing pool of knowledge but is also meant to prepare and equip students with the necessary skills towards effectively carrying out research even in the future. In many instances, an almost alike format of writing a research paper is used. Thus, the marking and grading structure is equally almost alike. Having a specific format, there is usually the strengths accorded to the different segments of the paper. A logic evaluation fabric of a research paper focuses on logical organization in the paper, language, spelling and grammar, style and purpose, qualitative factors tables and figures, and the conclusion. Moreover, formatting and citations form another key aspect of consideration while grading a written paper. In all the above, grading would be dependent on the extent of understanding and how expectations are met. Marks would be awarded as regards to the following analysis; does the written work meet expectations, fail to meet expectations or does it exceed the expectations. Logic would have low grades awarded if the paper fails to meet the expectations. Average awarding would be for the paper that meets expectations while higher grades would go for the papers that are extemporary and exceeds expectations.

The capacity to logically organize ideas in paragraphs that are coherent and easy to understand is a basic evaluation aspect. Language competence is tested by evaluating word choice, word formation and sentence structure and the adequacy to convey basic meaning. Spelling and proper command of syntax is equally important as bad spelling would distort the intended meanings. Written work should also employ the proper style of writing as

regard the discipline's expectation. Qualitative analysis and general formatting play vital role in the overall understanding of a written research paper and thus must be regarded highly. Moreover, the introduction and conclusion work as executive summary of expectation or findings respectively and as such are key components of a properly done research paper. Finally, all works of literature sighted must be properly referenced in order to give certainty to originality of a written work.

In my case as a professor, grading is not just awarding grades to the written work of students. It's true that students interpret awarded marks in various manners. It becomes emotional to some and the interpretation may work to boost or lower the self worth of an individual student. Nevertheless, the variety of considerations outlined above should be summed up in grading to avoid biasness and accord rightful grades to the students. My philosophy holds that while all the above is evaluated from the students, the assessor also has a critical role to play. There should be soberness of mind while grading and working at the proper environment to avoid prejudices that often result from fatigue and moody status. It is always unethical to consider students work as just any other piece of evaluation towards the fulfillment of a requirement for certain awards such as a degree. Much is the effort that students put in preparation of the paper and as such requires acknowledgement. In this regard, grading should be through merit and not through personality. Proper evaluation helps students in future papers and boosts their intrinsic esteem<sup>1</sup>. A sample reading preview of a number of written works helps the assessor test whether his/her expectations are rational and hence would be in a position to award grades accordingly.

In conclusion, proper marking and grading of written papers of research is a component of a sum up of various considerations.

#### Bibliography

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