Cryptography Paper #4 (Security vs. Privacy)   Student Name: _____

Component	Poor (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Score
Content					
Thesis	The paper has no identifiable thesis, or it doesn't address the security/privacy debate in a meaningful way.	The paper poses an interesting thesis, but one that isn't quite on-topic for the security/privacy debate.	The paper explores some aspect of security, privacy, and/or surveillance, but through a thesis that isn't particularly interesting.	The paper poses an interesting thesis that explores some important aspect of security, privacy, and/or surveillance.	
Relevance of Argument	The arguments presented in the paper are mostly weak and/or inappropriate for the given thesis.	The paper presents some reasonable arguments for its thesis, along with some other weak and/or inappropriate arguments.	The arguments the paper presents for its thesis are generally appropriate and supports that thesis.	The arguments the paper presents for its thesis are appropriate, support the thesis, and are notably varied or creative.	
Complexity of Argument	The paper fails to consider positions other than the one for which it argues.	The paper considers alternate positions or potential objections to its arguments, but offers no significant response to those other positions.	The paper considers alternate positions or potential objections and offers some responses to those positions.	The paper considers several potential objections to its arguments and offers appropriate and perhaps compelling counter-arguments.	
Evidence	The evidence presented by the paper is mostly weak and/or inappropriate for the arguments made.	The paper presents some reasonably strong evidence for its arguments, along with some weak or in appropriate evidence.	The evidence presented in the paper generally supports the arguments made.	The evidence presented in the paper strongly supports the arguments made and is notably varied and/or creative.	
Use of Sources	Few, if any, claims are supported with scholarly sources.	Scholarly sources used are used appropriately, but many claims are unsupported.	Most significant claims (evidence, arguments made by others) are supported with scholarly sources.	All significant claims (evidence, arguments made by others) are well supported with scholarly sources.	

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Clarity					
Clarity of Thesis	The paper has no identifiable thesis.	The paper has a thesis, but it is left unsaid or is vague and unclear.	The paper's thesis is explicitly stated, but isn't completely clear.	The paper's thesis is explicitly stated and would be clear to other students.	
Clarity of Arguments	The arguments made connecting evidence to thesis would be difficult for fellow students to follow.	The arguments made connecting evidence to thesis would make at least some sense to fellow students.	The arguments made connecting evidence to thesis would be mostly clear to fellow students.	The arguments made connecting evidence to thesis would be very clear to fellow students—clear enough to serve as examples of logical reasoning for future students.	
Clarity of Evidence	The examples, stories, etc. presented as evidence are described in a way that fellow students would not be able to understand.	The examples, stories, etc. presented as evidence would make at least some sense to fellow students.	The examples, stories, etc. presented as evidence would be mostly clear to fellow students.	The examples, stories, etc. presented as evidence would be very clear to fellow students—clear enough that elements of the paper could (almost!) be made available as a textbook supplement.	
Voice	The student's voice sounds entirely artificial (e.g. using words the student is not likely to understand) and/or inappropriate to academic writing (e.g. far too informal).	The student's voice generally sounds natural and is appropriate to academic writing with the exception of a few weak spots.	The student's voice sounds natural (using words and phrasings not unlike his/her speaking voice) and is appropriate to academic writing.	The student's voice sounds natural, is appropriate to academic writing, and is entertaining in one way or another.	
Presentation					
Mechanics	So many grammatical, punctuation, or spelling mistakes that it's hard to keep reading the paper.	Several grammatical, punctuation, or spelling mistakes—enough to slow down one's reading of the paper several times.	A few grammatical, punctuation, or spelling mistakes—nothing that would slow down one's reading of the paper for more than a second or two.	At most, only a couple of grammatical, punctuation, or spelling mistakes—nothing that impedes one's reading of the paper.	

Component	Poor (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Score
References	References and/or citations are poorly formatted and it's unclear how references were used.	References and citations are appropriately formatted, but it's unclear how those references were used.	It's reasonably clear how references were used, but references and/or citations are inappropriately formatted.	References are appropriately formatted and citations make clear how those references were used.	
Total Score (40 Points Max)					

Comments: