

	<b>Sophisticated 90-100</b>	<b>Highly Competent 80-89</b>	<b>Fairly Competent 70-79</b>	<b>Not Yet Competent 0-69</b>
Depth of analysis	Paper goes beyond the assignment to explore the implications of arguments or evidence in new contexts.	Paper fully meets the parameters of the assignment with some degree of application.	Paper demonstrates understanding of the assignment.	Paper does not address the assignment.
Grasp of reading(s)	Paper represents the authors' arguments, evidence and conclusions accurately, fairly and eloquently. Demonstrates a firm understanding of the implications of the author's arguments.	Paper represents the author's arguments, evidence and conclusions accurately.	Paper represents the authors' arguments, evidence and conclusions accurately though not sufficiently clearly and there are minor inaccuracies.	Paper badly misrepresents the authors' arguments, evidence, and/or conclusions.
Thesis paragraph	Clearly and eloquently identifies a demonstrable and nuanced central argument.  Provides the reader with a clear sense of the nature of evidence that will follow.  Reveals the organizational structure of the paper.  Guides the reader smoothly and logically into the body of the paper.	Thesis paragraph clearly identifies a demonstrable central argument.  Gives the reader a reasonably good sense of the nature of evidence that will follow.	Thesis paragraph identifies a central argument that is demonstrable, though not stated sufficiently clearly.  Thesis paragraph does not guide the reader into the body of the paper.	Thesis paragraph does not have a discernable central argument.  The argument is not demonstrable.
Evidence	Evidence used to support the central point is rich, detailed and well chosen.  Evidence sections employ appropriate illustrations and/or quotations.  The connection between argument and evidence is clearly and compellingly articulated in all cases.  (Where applicable) Important opposing evidence (i.e. evidence that might seem to contradict your argument) is considered and convincingly refuted.	Evidence used to support the central point is well chosen, though not particularly rich or detailed.  The connection between argument and evidence is clearly articulated.  (Where applicable) Some opposing evidence is considered and refuted.	Connection between argument and evidence is not clearly articulated in all cases.	Evidence used does not clearly support the main argument.
Conclusion	(Elegantly) synthesizes and reframes key points from the paper.	Synthesizes and brings closure but does not examine new perspectives or questions.	Restates the same points as the topic paragraph without reframing them.	Is missing or cursory.  Repeats the topic paragraph

## Essay and Research Paper Grading Rubric

Research
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	Excellent	Good	Needs Improvement	Poor	F
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained nearly all of the knowledge presented in class. He/She is able to synthesize this knowledge in new ways and relate to material not covered in the course.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.	P L A G I A R I S M
Argument	Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Author attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).	No attempt is made to articulate an argument.	
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	

	Excellent	Good	Needs Improvement	Poor	F
Counter-Evidence	The author considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.	Author acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands.	Author acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them.	No acknowledgement of counter-evidence or alternative interpretations.	
Sources  <b>Note:</b> You should always consult the assignment description to find out what kinds of sources are required.	Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class.	Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based.	Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research.	Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources.	
Citations	All evidence is properly cited in footnotes or endnotes.	All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.	No attempt is made to cite evidence.	

	Excellent	Good	Needs Improvement	Poor	F
Organization	<p>Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.</p>	<p>Essay has no clear organizational pattern.</p>	
Clarity and Style	<p>All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors.</p>	<p>All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.</p>	<p>A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.</p>	<p>Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.</p>	

	Suggests new perspectives or questions relevant to the central argument, and brings closure.		Introduces new material rather than new perspectives.	more-or-less verbatim.
Organization	<p>Organization of paper as a whole is logical and quickly apparent.</p> <p>Connections among paragraphs are clearly articulated.</p> <p>Transitions between paragraphs are smooth.</p> <p>Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and persuasively, and internal transitions are smooth.</p>	<p>Organization of paper as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth.</p> <p>Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively.</p> <p>In all but a few cases, the paragraph's point is expressed in a clear topic sentence.</p>	<p>Organization of the paper as a whole can only be discerned with effort.</p> <p>Not all parts of the paper fit the organizational structure.</p> <p>Not all the parts of the paper are effectively integrated.</p> <p>In a number of paragraphs, there is not a distinct or coherent point.</p> <p>Topic sentences are missing or unclear in a number of paragraphs.</p> <p>In a number of paragraphs, the parts do not connect logically.</p>	Organization of the paper as a whole is not logical or discernable.
Clarity	<p>Throughout the paper, wording is precise and unambiguous.</p> <p>Sentence structure is consistently clear and lucid.</p> <p>Quotations are all framed effectively in the text (i.e. integrated properly in terms of both grammar and meaning) and explicated where necessary.</p>	<p>Paper is for the most part precisely worded and unambiguous.</p> <p>Sentence structure is mostly clear.</p> <p>Quotations are framed effectively in the text.</p>	<p>Wording is imprecise or ambiguous fairly often.</p> <p>Sentence structure is often confusing.</p> <p>Quotations are not framed effectively in the text.</p>	<p>Throughout the paper, wording is imprecise or ambiguous.</p> <p>Sentence structure is consistently confusing.</p>
Mechanics	<p>Paper is clean and appropriately formatted.</p> <p>There are no incomplete or run-on sentences.</p> <p>Quotes are all properly attributed and cited.</p> <p>There are virtually no spelling or grammatical errors.</p>	<p>There are a few minor spelling or grammatical errors.</p> <p>Quotes are all properly attributed and cited.</p>	<p>There are a number of spelling and grammatical errors.</p> <p>In a few places, quotes are not attributed and cited.</p>	<p>Paper is unacceptably sloppy.</p> <p>Quotes are frequently not attributed or improperly cited.</p>

COMMENTS: \_\_\_\_\_

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**Rubric for Formal Oral Communication**

<b>Components</b>	<b>3-Sophisticated</b>	<b>2-Competent</b>	<b>1-Not yet Competent</b>
<i>Organization</i>	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
<i>Style</i>	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
<i>Use of Communication Aids</i>	Communication aids enhance presentation. <ul style="list-style-type: none"> <li>• The font on the visuals is readable.</li> <li>• Information is represented and organized to maximize audience comprehension.</li> <li>• Details are minimized so that main points stand out.</li> </ul>	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> <li>• Font size is mostly readable.</li> <li>• Appropriate information is included.</li> <li>• Some material is not supported by visual aids.</li> </ul>	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> <li>• Font size is too small to read.</li> <li>• Too much information is included.</li> <li>• Details or some unimportant information is highlighted, and may confuse the audience.</li> </ul>
<i>Content</i>			
Depth of Content	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
Accuracy of Content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.
<i>Use of Language</i>			

## Rubric for Formal Oral Communication

2 of 2

Grammar and Word Choice	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
Freedom from Bias (e.g., sexism, racism, heterosexism, agism, etc.)	Both oral language and body language are free from bias.	Oral language and body language are free from bias with one or two minor exceptions.	Oral language and/or body language includes some identifiable bias. Some listeners will be offended.
<i>Responsiveness to Audience</i>			
Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience questions and needs. Misses some opportunities for interaction.	Responds to questions inadequately.
Body Language	Body language reflects comfort interacting with audience	Body language reflects some discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.

Class Participation
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	<b>A (18-20 points)</b>	<b>B (16-17 points)</b>	<b>C (14-15 points)</b>	<b>D/R</b>
<b>Frequency and Quality</b>	Attends class regularly and <i>always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>never contributes</i> to the discussion in the aforementioned ways.

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Essay Number \_\_\_\_\_

COURSE/SECTION # \_\_\_\_\_

DATE \_\_\_\_\_

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**Essay Rubric and Assessment Sheet**

<b>Performance Area</b>	<b>Highly Proficient 4</b>	<b>Proficient 3</b>	<b>Limited Proficiency 2</b>	<b>Needs Work</b>	<b>(Rating)</b>
<b>Content and Development</b> a. syntax and mechanics b. punctuation and capitalization c. spelling	Content is accurate, focused, and consistent; exhibits control in development of ideas; unified with a fresh insight; essentially error free	Content is somewhat accurate and fairly clear; offers solid but less accurate reasoning; contains some appropriate details and examples; has some mechanical errors	Content is somewhat vague OR only loosely related to the writing task; at times may be off topic OR too broad with limited support; repeated weaknesses in mechanics; pattern of flaws	Content unclear; lapses in coherence OR no relation to writing task; offers simplistic, undeveloped support for ideas; mechanical errors so severe that writer's ideas are hidden	
<b>Organization and Structure</b> a. thesis b. audience c. introduction, body, conclusion d. transitions	Method of organization is well-suited to thesis; clear intro, body, and conclusion with effective transitions	Organization supports thesis and purpose; sequence of ideas could be improved	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas	Poorly organized OR demonstrates serious problems with progression of ideas; a written form of speech	
<b>Critical Thinking</b> a. precision b. depth c. accuracy d. logic	Skillfully evaluates information gathered from observation, experience, reflection, or reasoning	Adequately demonstrates reasonable relationships among ideas	Simplistic analysis of complex issue; limited clarity and complexion of thought	Insufficient reasoning and lacks complexity of thought	

Group Work

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Contribution to Group Goals Score: _____	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group.	Works toward group goals without occasional prompting; accepts and fulfills individual role with in the group.	Works toward group goals with occasional prompting.	Works toward group goals only when prompted.
Consideration or Others Score: _____	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Show sensitivity to the feelings of others.	Needs occasional reminders to be sensitive to the feelings of others.
Contribution or Knowledge Score: _____	Consistently and actively contributes knowledges, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions, and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contribute information to the group only when prompted.
Working and Sharing with Others Score: _____	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encourages; always or often relies on others to do the work.
Total Overall Score: _____	Comments:			

Grading Rubric of Thesis/Extended Paper

Name: \_\_\_\_\_ ID: \_\_\_\_\_

Thesis/paper title: \_\_\_\_\_

Thesis mentor: \_\_\_\_\_ Academic Advisor: \_\_\_\_\_

	4	3	2	1				
Clearly defined thesis/critical question	The paper formulates an important scholarly question and offers a thesis that is clearly articulated.	The paper formulates a reasonable scholarly question and offers a thesis that is adequately articulated.	The paper does not clearly articulate a scholarly question and thesis although it attempts one.	The paper does not have a clear thesis.				
Use of primary sources	The paper skillfully references and interprets primary source material in a way that is integral to the paper.	The paper makes a clear use of primary source material in support of the author's claims.	The paper refers to appropriate sources, but the references do not adequately support the arguments.	The paper does not draw from primary sources.				
Use of secondary sources	The paper relates its arguments to contexts of scholarly discourse in such a way as to shed new light on the principal scholarly question.	The paper competently and appropriately relates its arguments to contexts of scholarly discourse.	The paper relies too heavily on secondary sources and not sufficiently on the students' own work.	The paper uses secondary sources in ways that do not support the central thesis.				
Appropriateness of research methods	The paper utilizes a research methodology that is very appropriate to the subject.	The paper demonstrates an adequate grasp of scholarly methodology.	The paper does not adequately use accepted methodologies.	The paper shows no consistent methodology.				
Writing	The paper reflects mastery of the arts of scholarly writing—organization, style, grammar, punctuation, spelling, diction, formatting.	The paper reflects competence in the arts of scholarly writing.	The paper reflects notable deficiencies in some aspects of scholarly writing.	The paper reflects serious deficiencies in scholarly writing skills.				
Total Rubric Points	18-20	17	16	13-15	12	11	10	9 and below
Grade	A	A-	B+	B	B-	C+	C	Not qualifying