

## Section: Rubric

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	Section Title	Rubric	Advanced (4 pts)
<b>Thesis and Title</b> 1/7 (14%)	<b>Developing (2 pts)</b> Attempts use of one-sentence arguable thesis; clear, concise, specific, original, and relevant with set of key terms/concepts; of a title connected to the assignment that inadequately communicates the key ideas of paper	<b>Proficient (3 pts)</b> Demonstrates clear and active use of one-sentence arguable thesis; clear, concise, specific, original, and relevant with strong set of key terms/concepts; of an original two-part title derived from the thesis that communicates the key ideas of paper	<b>Advanced (4 pts)</b> Demonstrates mastery of one-sentence arguable thesis; clear, concise, specific, original, and relevant with compelling and nuanced set of key terms/concepts; in creating an original two-part title derived from the thesis that effectively communicates the key ideas of paper
<b>Organization: Introduction, Conclusions, Point Sentences, Order of Discussion,</b> 1/7 (14%)	Does not appropriately place a clear thesis/main claim and/or key terms; discussion sections lack point sentences and/or any connection to main claim and/or poorly present discussion material; the order of sub-claims/reasons in the discussion is not governed by the main claim	Includes a thesis/main claim and key terms appropriately placed; begins each discussion section with appropriate point sentences fundamentally connected to the main claim and that present the discussion material well; sub-claims/reasons are discussed in the order established by the main claim	Includes a thesis/main claim and key terms appropriately placed; begins each discussion section with precise point sentences substantively connected to the main claim and that clearly articulate discussion material and elegantly link it to preceding and following points; sub-claims/reasons are discussed in the order established by the main claim
<b>Commentary (Quotation Sandwich)</b> 1/7 (14%)	Uses some original commentary before and after quoted, paraphrased, or summarized textual evidence; may not connect commentary to the evidence, sub-point/reason, and thesis/main claim	Demonstrates solid original commentary before and after quoted, paraphrased, or summarized textual evidence; connects commentary to the evidence, sub-point/reason, and thesis/main claim	Demonstrates elegant and nuanced original commentary before and after quoted, paraphrased, or summarized textual evidence; compellingly connects commentary to the evidence, sub-point/reason, and thesis/main claim
<b>Evidence</b> 1/7 (14%)	Lacks or incorrectly uses attributed or integrated quotations; does not introduce sources when they are first used; lacks or incorrectly uses block quotations; lacks appropriate textual evidence from primary, secondary, and tertiary sources as required by the assignment	Almost always uses attributed or integrated quotations; introduces sources when they are first used; may overuse block quotations; includes textual evidence from primary, secondary, and tertiary sources as required by the assignment	Always uses attributed or integrated quotations; always introduces sources when they are first used; uses block quotations only when needed; includes adequate and judicious textual evidence from primary, secondary, and tertiary sources as required by the assignment
<b>MLA Style</b> 1/7 (14%)	Demonstrates inconsistent and incorrect use of MLA Style--lacking parenthetical citations, works cited pages, headings, and correct overall format	Demonstrates solid and active use of MLA Style--some errors in parenthetical citations, works cited pages, headings, and overall format	Demonstrates mastery of MLA Style--including parenthetical citations, works cited pages, headings, and overall format
<b>Writing Style</b> 1/7 (14%)	Lacks a solid writing style; lacks correct use of grammar and mechanics	Uses solid and effective writing style; demonstrates strong use of grammar and mechanics	Uses elegant and sophisticated writing style; demonstrates mastery of grammar and mechanics
<b>Writing Task</b> 1/7 (14%)	Does not follow the writing task; does not meet length requirements	Attempts to follow the writing task in part; may meet length requirements	Executes writing task with precision and mastery; meets length requirements