|  |
| --- |
| **Humanities Department Rubric** |
|  |  **Exceeds Standard** |  **Meets Standard** |  **Approaches Standard**  | **Below Standard** |
| **Thesis** 25 | * Focused and clear thesis that addresses all required parts
* Thesis insightfully addresses task
* Argument has depth and complexity
* Thesis is placed appropriately
 | * Clear thesis that address all required parts
* Thesis addresses task
* Argument is present
* Thesis is placed appropriately
 | * Thesis present, but some parts missing/inadequate
* Thesis attempts to address task
* Attempts to make argument, but lacks so-what
* Thesis is placed appropriately
 | * Thesis undeveloped or unclear
* Thesis does not address task
* Lacks argument
* Thesis is not placed appropriately
 |
| **Evidence**25 | * Choice of specific evidence is exceptional
* Includes appropriate context for evidence
* Evidence for all BTs is well developed
* Evidence clearly supports thesis
* Accurate MLA citations present at all times
* Sources used are relevant, academic, specific, and exceptional
 | * Choice of evidence is specific and connected to thesis
* Context is present but at times inconsistent
* Evidence for BTs is developed
* Evidence supports thesis
* Accurate MLA citations and citations mostly present at all required times
* Sources used are relevant, academic, specific and adequate
 | * Choice of evidence lacks specificity and/or is taken out of context
* Attempts to use context, but often too much or too little used
* Evidence not evenly developed for all BTs
* Evidence at times disconnected from thesis
* Some errors in formatting of MLA citations; some needed citations missing
* Sources used are vague and possibly questionable
 | * Lacks evidence; mostly inaccurate evidence
* Evidence is vague
* Evidence is off topic
* Many errors in formatting of MLA citations; many needed citations missing
* Sources used are unacceptable
 |
| **Analysis**20 | * Analysis has depth and accuracy
* Analysis consistently and clearly connects to all parts of thesis
* Analysis clearly connects to *so what*
* Analysis clearly connects evidence to BTs
 | * Analysis is accurate, but lacks depth at times
* Analysis connects to all parts of thesis

 * Analysis connects to *so what*
* Analysis connects evidence to BTs
 | * Analysis at times undeveloped or unclear
* Analysis attempts to connects to thesis; or only partially connects to thesis
* Analysis does not address *so what*
* Analysis lacks a connection to evidence or summarizes or restates evidence
 | * Analysis undeveloped, inaccurate, and/or unclear
* Analysis does not support thesis
* Analysis does not address *so what*
* Analysis is irrelevant
 |
| **Organization**15 | * Intro is creative, relevant, and provides appropriate context
* BTs are complex and build argument
* Paragraphing highly fluent & reinforces essay structure
* Conclusion is original, relevant, and emphasizes the *so what*
* Accurate MLA Works Cited & paper format
 | * Intro is relevant and provides appropriate context
* BTs build argument
* Paragraphing generally fluent & reinforces the essay structure
* Conclusion is relevant and emphasizes the *so what*
* Accurate MLA Works Cited & paper format
 | * Intro is minimal and/or lacking
* BTs are present but do not build argument or are repetitive
* Paragraphing unclear at times &/or impedes the essay structure
* Conclusion is minimal and/or lacking
* Some errors in MLA Works Cited & paper format
 | * Intro is unclear
* BTs weak or missing
* No clear essay structure
* Conclusion is unclear
* Many errors in MLA Works Cited & paper format
 |
| **Language**15 | * Words convey meaning clearly

and precisely; strong word choice * Sentences are well built with strong /varied structure
* Use of creative/appropriate transitions between thoughts, sentences & ¶s
* Fluent integration of quotations & paraphrased evidence
* Accurate spelling, grammar, and punctuation
 | * Words convey meaning clearly; adequate word choice
* Sentences are adequate with some varied structure
* Use of appropriate transitions between thoughts, sentences & ¶s
* Quotations and paraphrased evidence are integrated
* Inconsequential errors in spelling, grammar, and/or punctuation
 | * Meaning at times unclear because of word choice; simplistic/informal word choice
* Sentences are at times awkward; some run-ons or fragments
* Use of choppy transitions between thoughts, sentences & ¶s
* Integration of quotations and paraphrased evidence is at times awkward
* Noticeable errors in spelling, grammar, and/or punctuation
 | * Word choice impedes readability; word choice is weak

 * Sentences are awkward; many run-ons or fragments
* No clear transitions between thoughts, sentences & ¶s
* Evidence is rarely or never integrated
* Errors in spelling, grammar, and/or punctuation are distracting
 |

**PAPER MEETS LENGTH REQUIREMENT PAPER IS WITHIN 50 WORDS (-5%) PAPER IS OVER 100 WORDS OFF (-10%)**

**TOTAL : /100**

**GRADE:**