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| **Humanities Department Rubric** |
|  |  **Exceeds Standard** |  **Meets Standard** |  **Approaches Standard**  | **Below Standard** |
| **Thesis** 9- 2510- 2011- 1512- 10 | * Focused and clear thesis
* Thesis insightfully addresses prompt
* Argument has depth and complexity
 | * Clear thesis
* Thesis addresses prompt
* Argument is present
* **Thesis is placed appropriately**
 | * Thesis present, but lacks clarity
* Thesis attempts to address prompt
* Attempts to make argument
 | * Thesis undeveloped or unclear
* Thesis does not address prompt
* Lacks argument
* **Thesis is not placed appropriately**
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| **Evidence**9- 2510- 2511- 2512- 30 | * 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
 | * Choice of specific evidence is adequate
* Context is present but at times inconsistent
* Evidence for BTs is developed
* Evidence supports thesis
* Few errors in formatting of MLA citations; always present when needed
 | * Choice of evidence lacks specificity; uses too much summary; at times inaccurate
* 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
* Several errors in formatting of MLA citations; some needed citations missing
 | * Lacks evidence; mostly inaccurate evidence
* Evidence is vague
* Evidence is off topic
* Many errors in formatting of MLA citations; many needed citations missing
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| **Analysis**9- 2010- 2511- 3012- 30 | * Analysis has depth and accuracy
* Analysis consistently and clearly connects to thesis and *so what*
* Analysis clearly connects evidence to BTs
 | * Analysis is accurate, but lacks depth at times
* Analysis connects to thesis and *so what*
* Analysis connects evidence to BTs
 | * Analysis at times undeveloped, inaccurate, or unclear
* Analysis connects to thesis but does not address *so what*
* Analysis lacks a connection to evidence or summarizes
 | * Analysis undeveloped and/or unclear
* Analysis does not support thesis
* Analysis is irrelevant
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| **Organization**9- 1510- 1511- 2012- 20 | * 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*
* Few errors in MLA Works Cited & paper format
 | * Intro lacks key components
* BTs are present but unclear
* Paragraphing unclear at times &/or impedes the essay structure
* Conclusion lacks key components
* Several 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
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| **Language**9- 1510- 1511- 1012- 10 | * Words convey message 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 message 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
 | * Message 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
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**TOTAL : /100**

**GRADE:**