

TERM: _____

COURSE: ART _____

SECTION: _____

Grading Rubric for Art History Writing Assignments (DO NOT ADJUST THE SIZE WHEN PRINTING)

FIRST NAME	LAST NAME
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	Excellent A+, A, A-	Good B+, B, B-	Satisfactory C+, C, C-	Unsatisfactory D+, D, D-	Failing F
Fulfillment of Assignment (NOTE: If the student fulfills few or no parts of the assignment, this item may determine the grade most)	Follows all directions; shows substantive and thorough engagement with the assigned topic, recognizing multiple dimensions or perspectives	Follows most directions; shows engagement with the topic most of the time, recognizing multiple dimensions or perspectives most of the time	Follows about half of the directions: shows some engagement with the topic, but without elaboration	Follows few directions: shows minimal engagement with the assigned topic	Does not address the assigned topic or follow directions at all
Thesis	Has clear and specific thesis, of appropriate scope;	Has identifiable thesis; irrelevant content is minimal	Thesis has intelligible ideas, but is weak, unclear, or too broad	Paper lacks clear thesis or thesis of appropriate scope	There is no thesis
Reasoning	Uses sound reasoning throughout	Uses sound reasoning most of the time	Reasoning is sound approximately half of the time	Reasoning is consistently flawed	The text makes no sense; sentences do not follow a logical sequence
Accuracy of statements	Consistently accurate	Mostly accurate	Accurate about half of the time	Riddled with false statements	No accurate statements
Evidence	Evidence is relevant, accurate, complete, well integrated, properly attributed, and appropriate	Evidence is mostly accurate, mostly properly attributed, and mostly relevant;	There is not enough appropriate or accurate evidence to develop a convincing argument	There is little to no evidence	There is no evidence
Organization	Essay has a logical and cohesive structure; paragraphs are well developed and appropriately divided	Few organizational problems on any of the 3 levels (overall, paragraph, transitions)	Structure, overall or within paragraphs, is formulaic or occasionally lacking in coherence; or there are few logical transitions	Coherent structure is missing both overall and within paragraphs	No evidence of essay structure
Style and Mechanics	Each sentence is structured effectively; there is a variety of sentence styles and length; the essay is virtually free of errors in punctuation, spelling, and capitalization	Few errors in style and mechanics	Errors in style and mechanics sometimes interfere with meaning; careful proofreading not evident	Error in style and mechanics make the writing consistently hard to follow; proofreading not evident	Unintelligible
Documentation in Chicago Style (for research papers only)	Acknowledges all appropriate sources; includes bibliography and notes in correct form	Acknowledges most appropriate sources; includes bibliography and notes with few mistakes	Acknowledges some of the appropriate sources: includes bibliography and notes with many mistakes	Does not acknowledge sources; bibliography is not included.	No documentation or plagiarized. (NOTE: If any paper—research or otherwise —is plagiarized, the student gets an automatic F and could face disciplinary action)
Suitability of sources for scholarly research (for research papers only)	All sources are appropriate for scholarly research on the chosen topic	Most sources are appropriate for scholarly research on the chosen topic	Approximately half of the sources are appropriate for scholarly research on the chosen topic	Few sources are appropriate for scholarly research on the chosen topic	No or almost no sources appropriate for scholarly research are used