

Writing Assignments Grading Rubric

	Excellent (90 to 100)	Good (80 to 89)	Average/Needs Improvement (70 to 79)	Poor (60 to 69)	Failure (less than 60)
Overall Impression and Content	Author directly addresses main question(s) or issue(s), 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. The writer is able to synthesize this knowledge in new ways and relate to material not covered in the course. All information is accurate, up-to-date, and relevant. Appropriate level of Context is provided.	Author addresses main question(s) or issue(s), but does not add little insight, analysis, or reflection into the subject. However, it is clear that the writer understands material learned in class and is able to communicate this knowledge to others. Vast majority of information is accurate, up-to-date, and relevant. Some Context is provided.	Author attempts to address main question(s) or issue(s), but is only somewhat able to do so. The writer has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others. Not all information is accurate, up-to-date, and/or relevant. Insufficient level of Context provided.	Essay barely addresses main question(s) or issue(s), and it is obvious that author has understood or retained very little of the information from the course. Substantial amount of information is not accurate, not up-to-date, and/or not relevant. Little to no Context is provided.	Author has failed completely to address the issues or questions at hand, and has understood or retained none of the information from the course. Significant amount of information is not accurate, not up-to-date, and/or not relevant. No Context is provided. The writer has committed an act or acts of plagiarism.
Argument, if applicable	Author provides 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 somewhat, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).	Author attempts, but fails almost completely, 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/supporting Statements	Provides compelling and accurate evidence or supporting statements that convinces reader or strongly supports main argument or point(s). The importance or relevance of all pieces of information 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 or supporting statements to convince or satisfy reader of most aspects of the main argument or point(s) but not all. The importance or relevance of some evidence or supporting statements presented may not be totally clear. Reader might have to make an assumption or do some additional research to fully accept all aspects of main argument or point(s) presented.	Not nearly enough evidence or supporting statements is provided to support writer's argument or point(s), or evidence or supporting statements are incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either little evidence is provided, or there are some factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	No evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is no mention of information from lectures and readings.

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Counter-Evidence, if applicable	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 a weak attempt made to respond to them.	Little acknowledgement of counter-evidence or alternative interpretations. Very weak or no attempt made to respond to them.	No acknowledgement of counter-evidence or alternative interpretations.
Sources	Strong sources provided through the use of several sources from a wide range of possibilities, including scholarly books, scholarly or government websites, journal articles, etc. not explicitly discussed in class. No "summary" websites used.	Good sources provided, beyond the minimum number, using a fairly wide range of sources, but author relies heavily on a more limited set of sources. Clear effort is made to go beyond material presented in class. Use of some scholarly is evident.	Uses minimum number of outside sources, including non-scholarly works (i.e., intended for a general audience.)	Fails to use minimum number of outside sources required. Outside source(s) used but only source(s) mentioned by instructor, and/or relies heavily or exclusively on non-scholarly outside sources.	Does not use any outside sources, or relies on "summary" websites or uses exclusively non-scholarly outside sources.
Citations	All source material is properly cited as signal phrases, end of sentence parentheticals, footnotes or endnotes. Works Cited or Reference page is included and it is properly formatted.	All source material is cited in footnotes or endnotes, but there are some minor problems with too few in-text citations, completeness or format of some citations. Works Cited or Reference page is included but might not be properly formatted.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations. Works Cited or Reference page is included but is not properly formatted.	Significant amount or number of source material or evidence has occurred. Works Cited or Reference page might be missing.	No attempt is made to cite source material or evidence. Works Cited or Reference page is missing.

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Organization	Essay contains an introduction (with blueprint), body paragraphs (with topic and transitions sentences), and concluding paragraph(s). 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. PPT has clear introduction, strong supporting slides with evidence, and appropriate concluding material. Insight or analysis slides also strong. In-Text and end of project citations are all in place.	Essay contains an introduction, body paragraphs, and a 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. PPT has clear introduction, solid supporting slides with evidence, and appropriate concluding material. Little insight or analysis. In-Text and end of project citations are all in place.	Essay contains an introduction, body paragraphs, and a 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. PPT has somewhat clear introduction, satisfactory supporting slides with evidence, and appropriate concluding material. No unique insight or analysis. Some In-Text and/or end of project citations are not in place.	Essay is missing a clear introduction, pattern or body paragraphs, or a conclusion. PPT has unclear introduction, weak supporting slides with evidence, and confusing or no concluding slides. No unique insight or analysis. Several needed In-Text and end of project citations are missing.	Essay has no clear introduction, body paragraphs, or a conclusion. PPT has no introduction and/or supporting slides with evidence, and/or concluding slides. No unique insight or analysis. Significant number of in-text and end of project citations are missing.
Clarity and Style	For essay and PPT, all or at least a vast majority of sentences are grammatically correct and clearly written. No words are misused or out of context or writer's style. Technical terms, words from other languages, and words from other historical periods are always explained. For PPT, large & clear text and images, visually pleasing.	For essay and PPT, a significant majority of 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. A few grammar and/or punctuation errors but these miscues do not adversely affect the reader's ability to understand the essay. For PPT, large & clear text and image, visually satisfying.	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. Reader's ability to understand essay may be compromised by these errors. For PPT, for the most part large, clear text and images, visually acceptable.	Paper is full of grammatical errors and poor writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding written work because of errors. For PPT, hard to read text, perhaps some distorted image, overall, not visually pleasing.	An exceptional number of grammatical and punctuation errors. Technical terms, words from other languages, and words from other historical periods are rarely explained. Reader has a very difficult time understanding written work because of errors. For PPT, hard to read text, perhaps some distorted image, overall, not visually pleasing