

Rubric for Response Paper

	5	4	3	2	1
Thesis (point of view)	Easily identifiable, sophisticated, insightful, creative, clear.	Promising, but may be slightly unclear, or lacking insight or originality.	Unclear (contains vague terms), appears unoriginal, or offers little that is new	Difficult to identify and may blend restatement of obvious point.	Has no identifiable thesis/incomplete thesis. Shows obvious lack of effort or minimal comprehension of the assignment.
Structure	Understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Generally clear, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	Generally unclear, often wanders or jumps around. Few or weak transitions, and many paragraphs without topic sentences.	Unclear, often because thesis is weak or non-existent. Transitions confusing/ unclear. Few topic sentences.	No evidence of structure or organization.
Evidence	Primary and secondary source information incorporated to support every point. Examples support thesis and fit within paragraph. Excellent integration of quoted material into sentences. Factual information is incorporated.	Examples used to support most points. Some evidence does not support point or may be inappropriate. Quotations are integrated well into sentences. Some factual information is incorporated.	Examples support some points. Quotations may be poorly integrated into sentences. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples and factual information. General failure to support statements, or evidence seems to support no particular point.	No attempt has been made to incorporate factual information or interpret primary and secondary sources.
Logical reasoning	All ideas flow logically; argument is identifiable, reasonable. anticipates and successfully defuses counter-arguments; makes novel connections which highlight thesis	Argument is clear and usually flows logically and makes sense. Some evidence of counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to evidence are made.	Logic may often fail, or the argument may often be unclear. May not address counter-arguments or make any connections with the thesis. May also contain logical contradictions.	Ideas do not flow at all, there is no argument to support. Simplistic view of topic, no effort to grasp possible alternative views. Very little or weak attempt to relate evidence to argument.	Too incoherent to determine.
Mechanics	Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of sources; no spelling errors	Sentence structure and grammar strong despite occasional lapses; punctuation and citation style mostly correct. Some spelling errors	Minor problems in sentence structure/ grammar. Multiple errors in punctuation, citation style, and spelling.	Many problems in sentence structure and grammar. Major errors in citation style, punctuation, and spelling.	Very difficult to understand owing to major problems in mechanics.

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