

# Short Paper Evaluation Rubric

	<b>Topic</b>	<b>Analysis</b>	<b>Originality</b>	<b>Application</b>	<b>Grammar</b>
<b>3</b> - Paper <i>thoroughly analyzes</i> 1+ of the weekly readings and <i>strongly applies</i> understandings.	Paper centers and clearly identifies a core “thesis” from the week’s readings - aka, a question, comparison, problem, or theme.	Majority of the paper is focused on exploring and addressing that “thesis.”	Any summary/ restatement of the week’s materials is limited to 2-3 sentences, and directly utilized to contextualize the student’s own analysis.	Paper makes full connections: whether that is between course materials in a given week, across weeks, or between the ideas from the course and outside examples from other courses, current or historical events, etc.	Paper shows that it was done with care: aka, very few, if any, grammatical/spelling errors.
<b>2</b> - Paper offers <i>limited analysis</i> of 1+ of the weekly readings and <i>begins to apply</i> understandings.	Paper contains a discussion of a “thesis” - aka, a question, comparison, problem, or theme - but it is not clearly identifiable OR Paper is stretched between multiple “theses,” resulting in shallow/limited analysis.	Majority of paper is focused on exploring a cohesive train of thought, inquiry, or discussion.	Paper contains more than 2-3 sentences of summary/ restatement of the readings, but is not entirely dominated by it.	Paper begins to make connections: whether that is between course materials in a given week, across weeks, or between the ideas from the course and outside examples from other courses, current or historical events, etc.	Paper shows that it was done with care: aka, very few, if any grammatical/spelling errors.

<b>1</b> - Paper does not explicitly analyze any of the weekly readings in its conversation, or if it does, demonstrates <i>extremely limited application of understandings</i> .	Paper does not contain an identifiable “thesis” - aka, a question, comparison, problem or theme.	Paper is unfocused, either jumping between ideas without drawing clear connections or reading as a stream-of-consciousness.	Paper is dominated by summary/ restatement of the weekly readings.	Paper does not make connections: it focuses on restating the readings without applying or expanding.	Paper seems rushed: aka, several and/or severe grammatical/spelling errors.
<b>0</b> - Paper that was not handed in, work that was plagiarized, or work that exhibits multiple severe flaws.					
<b>RD</b> - Re-Do.	The short papers are meant to be a way for me to track your progress and to identify and work with you on problem areas before your longer papers are due.	Occasionally, I may see a pattern of writing that requires you to work on certain skills.	In such an event, I may return a paper to you with a RD to get you to focus on that skill.	In the event of an RD paper, you have a week from the return of the paper to you to resubmit your work.	