**PAPER GRADING RUBRIC**

Determine final grade by adding up points for marked columns. For example, if the student receives excellent in every category, the score is 15\*3 + 18\*3 = 99, Satisfactory in every category, 13\*3+16\*3 = 87, etc.

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|  | **Satisfactory** | | **Unsatisfactory** | |
| ***Fundamentals*** | **Excellent (15)** | **Good (13)** | **Needs improvement (11)** | **Poor attempt(9)** |
| **Thesis basics** | Has a thesis that addresses the central question | Has a thesis that addresses the central question | Has a central argument, idea or topic, but does not fully address the central question; Central idea is not clearly stated as a thesis. | There is no central argument or idea evident. |
| **Grammar, spelling, format** | The paper meets the format requirements; Few (if any) spelling or grammar errors. | The paper meets the format requirements; A noticeable number of spelling or grammar mistakes that need correction | The paper meets the format requirements; Distracting or excessive grammar problems | The paper does not meet the format requirements |
| **Proper use of citation** | Sources quoted and cited correctly, correct bibliography; Quotations are not over-used | Sources almost always quoted and cited correctly, correct bibliography; Quotations are not over-used | Widespread lack of citation or attribution, or bibliography errors; Some paragraphs made mostly of quotations | Plagiarism of source material; No use of external sources |

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|  | **Satisfactory** | | **Unsatisfactory** | |
| ***Assignment tasks*** | **Excellent (18)** | **Good (16)** | **Needs improvement(14)** | **Poor attempt(12)** |
| **Thesis is interesting** | Thesis is significantly novel or meaningful, demonstrates evidence of deep reflection or connection of course material with outside topics | Thesis takes a position that is neither obviously right nor obviously wrong; Thesis is reasonable in scope | Thesis is either too easy or too hard to support in a paper of this length | Thesis simply restates something from the assignment sheet. |
| **Quality of arguments supporting the thesis** | Arguments are logically correct; Arguments are supported by concrete evidence or reasonable assumptions; Arguments support the thesis; | Arguments are logically correct; Arguments support the thesis; | Some arguments have major logical flaws; No use of concrete evidence; Unstated assumptions; Some arguments appear un-connected to thesis | Arguments missing or do not make sense; No use of concrete evidence; Widespread use of unstated assumptions; Arguments either do not support, or detract from, the thesis |
| **Organization and clarity** | Each paragraph has an easily identifiable topic; Paper is easy to read and written for the correct audience; Paper correctly and consistently uses terminology from class | Most paragraphs have a topic, but clarity may be lacking; Paper is difficult to read or has audience problems; Paper uses comprehensible terminology | Many paragraphs lack topic or purpose; Paper is difficult to read; Paper uses invented terminology | No paragraph or section structure; Paper is unreadable; Paper consistently uses terminology incorrectly |