**The RUBRICS**

**Grading Scale**

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| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **F** |
| 100 – 94 = A | 89 – 87 = B+ | 79 – 77 = C+ | 69 – 67 = D+ | 59 or < = F |
| 93 – 90 = A- | 86 – 83 = B | 76 – 73 = C | 66 – 63 = D |  |
|  | 82 – 80 = B- | 72 – 70 = C- | 62 – 60 = D- |  |

**ESSAY RUBRIC**

**(A) Papers**: Fulfills all assignment requirements and does so in a fresh and mature manner, representing a superior, well-polished level of writing and using purposeful language that lead to knowledge making.

* Meets the needs of the rhetorical situation in terms of establishing the writer’s stance, attention to audience, purpose for writing, and sensitivity for context.
* Presents an interesting and appropriate title that introduces the essay.
* Clearly defines and supports the topic, presenting a considerably clear thesis that is thoughtful, insightful and is skillfully supported with specific and appropriate evidence, examples and details. The writer demonstrates good judgment and an awareness of the topic’s complexities.
* Any outside sources of information are used carefully and cited appropriately.
* Paragraphs are extremely well-developed, organized effectively with a strong focus, and represent clear, connected units of thought. The introduction establishes a context, purpose, and audience for writing and contains a focused thesis. The following paragraphs are controlled by topic sentences and are well-developed, using well-chosen transitions that highlight the logical progression of the information. The conclusion moves beyond a mere restatement of the introduction, offering implications for or the significance of the topic.
* Sentences are free of surface errors (grammatical and typographical), careless mistakes and exhibit noticeable variety. Sentences are consistently gracefully written, using sophisticated vocabulary and varied sentence structures and punctuation patterns.
* Essay is rich in detail, demonstrating stylistic fluency and a wealth of critical thinking.

**(B) Papers**: Represent a commendable level of writing that satisfies all assignment requirements.

* Establishes the writer’s stance and demonstrates a clear sense of audience, purpose and context.
* Presents an appropriate title that introduces the essay.
* Fairly defines and supports the topic, presenting an adequate thesis that is thoughtful and well-supported by thorough and more than adequate evidence, examples and details. The writer demonstrates a thoughtful awareness of complexity and other points of view.
* Any outside sources of information are cited appropriately.
* Paragraphs are well developed, organized effectively, clearly focused, and represent clear, connected units of thought. Essay has an effective introduction and conclusion. Paragraph divisions are logical which is evidenced by the use of transitions and topic sentences.
* Sentences are clear and readable, free of major surface errors (grammatical and typographical), careless mistakes, exhibit sufficient variety.
* Essay contains noticeable detail, sufficient rhetorical control, and substantial evidence of critical thinking.

**(C) Papers**: Represent an adequate level of writing that satisfies basic assignment requirements only.

* Demonstrates some sense of audience and purpose.
* Presents an adequate title that introduces the essay.
* The topic is defined only generally. Thesis is present but is also general and is possibly inadequate and/or ill-conceived. Support is often obvious and easily accessible, demonstrating little awareness of the topic’s complexity or other points of view.
* There is an attempt to cite outside sources of information.
* Paragraphs are adequately organized, but contain only modest levels of focus and support necessary to effectively illustrate assertions or represent clear, connected units of thought. Paragraphs occasionally lack topic sentences and the use of transitions may be mechanical but foster coherence.
* Sentences demonstrate lapses in proofreading/editing with enough careless mistakes to significantly catch a reader’s attention in a negative manner and affect readability. Sentence structure is relatively simple, exhibiting little or no variety.
* Essay contains a minimally acceptable level of detail, rhetorical control, and critical thinking.

**(D) Papers**: Represent an inadequate level of writing that ineffectively and/or inappropriately satisfy basic assignment requirements.

* Demonstrates little awareness of the rhetorical situation in terms of the writer’s stance, audience, purpose and context.
* Presents an inadequate or no title to introduce the essay.
* Thesis is poorly conceived, ineffective or absent. Obvious evidence may be missing, and irrelevant evidence may be present. Or writer relies too heavily on evidence from published sources without adding original analysis.
* Paragraphs are inadequately organized, and lack sufficient coherence, support and focus. Introductions or conclusions are not clearly marked or functional; topic sentences are consistently missing, unclear, or inappropriate; transitions are missing or flawed.
* Sentences demonstrate significant lapses in proofreading/editing, insufficient variety and several careless surface errors that significantly diminish readability.
* Essay contains insufficient levels of detail, rhetorical control, and little or no evidence of critical thinking.

**(F) Papers**: Represent an unacceptable level of writing that fails to satisfy core assignment requirements.

* Is inappropriate in terms of purpose of the assignment and the rhetorical situation.
* Presents no title to introduce the essay.
* Thesis is absent, erroneous, or completely unacceptable. Essay falls seriously short of the minimum length requirements and therefore, is insufficiently developed and supported.
* Paragraphs are not organized, and lack any coherence, support, and focus.
* Sentences demonstrate severe lapses in proofreading/editing, lack variety or appropriateness, and contain an abundance of surface errors (grammatical or typographical) that significantly diminishes readability.
* It may be plagiarized: Either it is someone else’s essay, or this essay has used sources improperly and/or without documentation.
* Essay contains little or no detail, and exhibits a complete absence or rhetorical control and critical thinking.

**PEER REVIEW RUBRIC**

**(A) Peer Reviewer**

* Thoughtfully and carefully reviews peer’s essay, giving considerably clear and effective suggestions and corrections to help writer during revision.
* Makes clear and helpful marks on the essay that helps the writer identify weaknesses.
* Carefully and clearly explains marks on the essay to the writer.
* Is respectful of the writer’s work and sincerely and effectively participates in the activity.
* Goes above and beyond the role of peer reviewer, sincerely helping the writer improve their essay.

**(B) Peer Reviewer**

* Carefully reviews peer’s essay, giving clear suggestions and corrections to help the writer during revision.
* Makes helpful marks on the essay that helps the writer identify weaknesses.
* Explains marks on the essay to the writer.
* Is respectful of the writer’s work and participates in the activity.
* Sufficiently fulfills role as peer reviewer, helping the writer improve their essay.

**(C) Peer Reviewer**

* Sufficiently reviews peer’s essay, giving some suggestions and corrections to help the writer during revision.
* Makes some helpful marks on the essay that helps the writer identify weaknesses.
* Somewhat explains some of the marks on the essay to the writer.
* Somewhat participates in the activity but is obviously distracted.
* Generally fulfills role as peer reviewer, somewhat helping the writer improve the essay.

**(D) Peer Reviewer**

* Inadequately review peer’s essay, giving little or no suggestions and corrections to help the writer during revision.
* Makes little or no helpful marks on the essay that helps the writer identify weaknesses.
* Makes little or no effort to explain marks on the essay to the writer.
* Barely participates in the activity and is obviously distracted.
* Barely fulfills role as peer reviewer.

**(F) Peer Reviewer**

* Makes no effort to participate in review session and gives no suggestions and/or corrections to help the writer.
* Makes little or no marks on the essay.
* Makes little or no effort to converse with the writer about the essay.
* Inadequately or does not fulfill role as peer reviewer

**PROJECT PRESENTATION RUBRIC**

**(A) Presentation**: Represent a superior understanding of the project requirements.

* Is thoughtful, insightful, and considerably clear, presenting a clearly defined and focused topic/controlling idea.
* Is coherent, focused and effectively organized, illustrating a logical outline.
* Presents relevant, insightful and clear explanations about the topic that are skillfully supported by relevant and appropriate evidentiary sources, and that lead to knowledge making.
* Extremely well-prepared and developed.
* Effectively maintains the class’s attention and instigates class participation.
* Demonstrates creative, relevant and appropriate use of new media technologies.
* Group members are all effectively participating, illustrating sincere cooperation and collaboration.

**(B) Presentation**: Represent an above average understanding of the project requirements.

* Is thoughtful and clear, presenting a defined and focused topic/controlling idea.
* Is coherent, focused and organized, illustrating a logical outline.
* Presents relevant and clear explanations about the topic that are supported by relevant and appropriate evidentiary sources.
* Well-prepared and developed.
* Maintains the class’s attention and instigates class participation.
* Demonstrates relevant and appropriate use of new media technologies.
* Group members are all participating, illustrating cooperation and collaboration.

**(C) Presentation**: Represent an average understanding of the project requirements.

* Is clear and somewhat thoughtful, presenting a focused topic/controlling idea.
* Is coherent and organized, illustrating a somewhat logical outline.
* Presents clear explanations about the topic that are supported by appropriate evidentiary sources.
* Somewhat prepared, showing some awkwardness.
* Somewhat maintains the class’s attention and somewhat instigates class participation.
* Demonstrates appropriate use of new media technologies.
* Some group members are not participating as much as others, showing a lapse in group cooperation and collaboration.

**(D) Presentation**: Represent a below average understanding of the project requirements.

* Adequately presents a topic/controlling idea but does not present any thoughtful ideas and does not go beyond the obvious. Presentation relies heavily on outside sources, adding no personal analyses.
* Is poorly organized and developed, using inappropriate evidentiary sources.
* Barely maintains the class’s attention.
* Unprepared and awkward.
* Uses new media technologies but either poorly or inappropriately.
* There is a lack of cooperation and collaboration among the group members.

**(F) Presentation**: Represent a lack of understanding of the project requirements.

* Fails at all levels of the project rubric, showing no effort on the group to cooperate or collaborate with one another.

**GROUP PARTICIPATION RUBRIC**

**(A) Participation**: Goes above and beyond to fulfill their part in the group activity.

* Sincerely participates and consistently cooperates in the preparation and activity.
* Presents relevant, insightful and thoughtful suggestions in terms of ideas and presentation medium.
* Greatly helpful in preparing for the presentation, always collaborating with the group to make decisions; easy to communicate with and easily accessible.
* Is fun and pleasant to work with, always open to the ideas of others and is not overbearing (does not undermine the voice of others or thinks they are the leader without being chosen).
* Present at all group meetings, whether in person or via email/chat.
* Effectively fulfills their role during the presentation.

**(B) Participation**: Fulfills their part in the group activity.

* Cooperates and participates in the preparation and activity.
* Presents relevant suggestions in terms of ideas and presentation medium.
* Helpful in preparing for the presentation, collaborating with the group to make decisions; easy to communicate with and is accessible.
* Is easy to get along with, open to the ideas of others and is not overbearing (does not undermine the voice of others or thinks they are the leader without being chosen).
* Present at all the group meetings, whether in person or via email/chat.
* Fulfills their role during the presentation.

**(C) Participation**: Somewhat fulfills their part in the group activity.

* Participates and cooperates in some of the preparation and activity.
* Presents some suggestions in terms of ideas and presentation medium.
* Helps in some of the prep work for the presentation; not easy to communicate with and is not always accessible.
* Is okay but can be unpleasant to work with at times.
* Present at some of the group meetings, whether in person or via email/chat.
* Somewhat fulfills their role during the presentation.

**(D) Participation**: Barely fulfills their part in the group activity.

* Barely participates and cooperates in the preparation and activity, often unwilling to take on tasks.
* Shows disinterest in activity and makes little or no effort to present suggestions or to be involved in the group decision.
* Makes little or no effort to help the group; difficult to communicate with and is not accessible.
* Is an inefficient, inadequate and unpleasant team member.
* Misses most of the group meetings, whether in person or via email/chat.
* Barely or does not fulfill their role during the presentation.

**(F) Participation**: Fails to fulfill any part in the group activity.