**Humanities Department Rubric**

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|  | **Exceeds Standard** | **Meets Standard** | **Approaches Standard** | **Below Standard** |
| **Thesis**  9- 25  10- 20  11- 15  12- 10 | * Focused and clear thesis * Thesis insightfully addresses prompt * Argument has depth and complexity | * Clear thesis * Thesis addresses prompt * Argument is present * **Thesis is placed appropriately** | * Thesis present, but lacks clarity * Thesis attempts to address prompt * Attempts to make argument | * Thesis undeveloped or unclear * Thesis does not address prompt * Lacks argument * **Thesis is not placed appropriately** |
| **Evidence**  9- 25  10- 25  11- 25  12- 30 | * Choice of specific evidence is exceptional * Includes appropriate context for evidence * Evidence for all BTs is well developed * Evidence clearly supports thesis * Accurate MLA citations present at all times | * Choice of specific evidence is adequate * Context is present but at times inconsistent * Evidence for BTs is developed * Evidence supports thesis * Few errors in formatting of MLA citations; always present when needed | * Choice of evidence lacks specificity; uses too much summary; at times inaccurate * Attempts to use context, but often too much or too little used * Evidence not evenly developed for all BTs * Evidence at times disconnected from thesis * Several errors in formatting of MLA citations; some needed citations missing | * Lacks evidence; mostly inaccurate evidence * Evidence is vague * Evidence is off topic * Many errors in formatting of MLA citations; many needed citations missing |
| **Analysis**  9- 20  10- 25  11- 30  12- 30 | * Analysis has depth and accuracy * Analysis consistently and clearly connects to thesis and *so what* * Analysis clearly connects evidence to BTs | * Analysis is accurate, but lacks depth at times * Analysis connects to thesis and *so what* * Analysis connects evidence to BTs | * Analysis at times undeveloped, inaccurate, or unclear * Analysis connects to thesis but does not address *so what* * Analysis lacks a connection to evidence or summarizes | * Analysis undeveloped and/or unclear * Analysis does not support thesis * Analysis is irrelevant |
| **Organization**  9- 15  10- 15  11- 20  12- 20 | * Intro is creative, relevant, and provides appropriate context * BTs are complex and build argument * Paragraphing highly fluent & reinforces essay structure * Conclusion is original, relevant, and emphasizes the *so what* * Accurate MLA Works Cited & paper format | * Intro is relevant and provides appropriate context * BTs build argument * Paragraphing generally fluent & reinforces the essay structure * Conclusion is relevant and emphasizes the *so what* * Few errors in MLA Works Cited & paper format | * Intro lacks key components * BTs are present but unclear * Paragraphing unclear at times &/or impedes the essay structure * Conclusion lacks key components * Several errors in MLA Works Cited & paper format | * Intro is unclear * BTs weak or missing * No clear essay structure * Conclusion is unclear * Many errors in MLA Works Cited & paper format |
| **Language**  9- 15  10- 15  11- 10  12- 10 | * Words convey message clearly   and precisely; strong word choice   * Sentences are well built with strong /varied structure * Use of creative/appropriate transitions between thoughts, sentences & ¶s * Fluent integration of quotations & paraphrased evidence * Accurate spelling, grammar, and punctuation | * Words convey message clearly; adequate word choice * Sentences are adequate with some varied structure * Use of appropriate transitions between thoughts, sentences & ¶s * Quotations and paraphrased evidence are integrated * Inconsequential errors in spelling, grammar, and/or punctuation | * Message at times unclear because of word choice; simplistic/informal word choice * Sentences are at times awkward; some run-ons or fragments * Use of choppy transitions between thoughts, sentences & ¶s * Integration of quotations and paraphrased evidence is at times awkward * Noticeable errors in spelling, grammar, and/or punctuation | * Word choice impedes readability; word choice is weak * Sentences are awkward; many run-ons or fragments * No clear transitions between thoughts, sentences & ¶s * Evidence is rarely or never integrated * Errors in spelling, grammar, and/or punctuation are distracting |

**TOTAL: /100 GRADE:**