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|  | Term Paper Rubric |
|  | “A” Paper | “B” Paper | “C” Paper | “D” Paper |
| CLARITY ANDINTENTION | Original thought or approach. Demonstrates a clear intention that is responsive to the assigned task. Contextualizes the topic or texts to be analyzed. | Demonstrates an adequate focus on assigned task. Argument is fairly obvious, clear, and concise. | Demonstrates an attempt to answer assigned task, but is vague and is made of statements rather than arguments. | Demonstrates minimal attention to the assigned task.Paper makes no argumentand has no direction. |
| CONTENTDEVELOPMENT | Content explores complex ideas that are used to shape compelling work. Provides ample evidence to support arguments. Employs logical and smooth writing. | Content demonstrates consideration of new ideas that are used to shape solid work. Provides some, but not enough, evidence to support main point. Somewhat logical, but at times wanders. | Content demonstrates attention to simple ideas that are evident inthe work. Student did not master the material due to shallow researching and careless reading. Difficult to follow, full of digressions. | Content demonstrates consideration of simple ideas that are evident in some elements of thepaper. Thoughts are unclear and unconnected. |
| STRUCTURE ANDORGANIZATION | Careful statement of thesis. Strong topic sentences and paragraph connections. Compelling conclusion organically following from the earlier ideas expanded in the paper | Contextualizes the topic and text to be analyzed. Uneven in paragraph construction and connections. Conclusion does not support thesis very well. | Paper does not provide context. Paragraphs do not have topic sentences and are randomly organized. Conclusion is weak and hastily added at the end of the paper. | There is no opening paragraph or thesis. Paragraphs and sentences are disjointed. No conclusion. |
| RESEARCH AND USE OF SOURCES | Skillfully uses at least five scholarly relevant secondary sources that do not always agree and cites primary sources as evidence to support well developed ideas. | Competently uses at least five relevant scholarly sources that all agree with each other and cites primary sources as evidence to support well‐developed ideas | Uses less than five scholarly sources that all agree with each other. Sources sometimes are not relevant. Often relies on personal assumptions not based on evidence. | Attempts to use some sources and evidence to support ideas, but mostly relies on personal assumptions. |
| LANGUAGE ANDFORMATTING | Careful editing;Proper margins, spacing and referencingFlawless spelling, grammar, and punctuation. Respects required length specified in assignment. | Some spelling and grammatical errors. Respects required length specified in assignment. | Use of slang, colloquial expressions or other informal speech. Many spelling and grammatical errors. Length of paper is up to two pages over or less than specified in assignment. | Length of paper is significantly shorter than required in the assignment. Language is informal, not respecting the standards of an academic paper. Numerous spelling and grammatical |