**Analyzing Content for Cultural Competency**

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|  | **1 No submission  0.00%** | **2 Insufficient 65.00%** | **3 Approaching 75.00%** | **4 Acceptable 85.00%** | **5 Target 100.00%** |
| **100.0 %Content** |  | | | | | |
| **35.0 %Text Analysis** | Not addressed. | Text analysis does not use the 10 guidelines mentioned in the article to evaluate a piece of children's literature for bias. | Text analysis uses the 10 guidelines mentioned in the article to evaluate a piece of children's literature for bias. Evaluation takes a general stance regarding the inclusion of or lack of bias. | Text analysis uses the 10 guidelines mentioned in the article to evaluate a piece of children's literature for bias. Evaluation takes a clear stance regarding the inclusion of or lack of bias. Examples are provided to reinforce the analysis. | Text analysis uses the 10 guidelines mentioned in the article to evaluate a piece of children's literature for bias. Evaluation is thorough and takes a firm stance regarding the inclusion of or lack of bias. Thoughtful, compelling examples are provided to reinforce the analysis. |  |
| **35.0 %Placement of Text on the Cultural Competence Continuum** | Not addressed. | Response incorrectly places text on the Cultural Competency Continuum and fails to include a reasonable rationale. | Response may incorrectly place text on the Cultural Competence Continuum. Provides general rationale regarding the placement. | Response appropriately places text on the Cultural Competence Continuum with a clear rationale regarding the placement. | Response clearly and accurately describes where the text falls on the Cultural Competence Continuum with a convincing and thoughtful rationale regarding the placement. |  |
| **10.0 %Thesis Development and Purpose** | Not addressed. | Thesis and/or main claim are insufficiently developed and/or vague; purpose is not clear. | Thesis and/or main claim are apparent and appropriate to purpose. | Thesis and/or main claim are clear and forecast the development of the paper. It is descriptive, reflective of the arguments, and appropriate to the purpose. | Thesis and/or main claim are comprehensive; contained within the thesis is the essence of the paper. Thesis statement makes the purpose of the paper clear. |  |
| **10.0 %Paragraph Development and Transitions** | Not addressed. | Some paragraphs and transitions may lack logical progression of ideas, unity, coherence, and/or cohesiveness. Some degree of organization is evident. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other. | A logical progression of ideas between paragraphs is apparent. Paragraphs exhibit a unity, coherence, and cohesiveness. Topic sentences and concluding remarks are appropriate to purpose. | There is a sophisticated construction of paragraphs and transitions. Ideas progress and relate to each other. Paragraph and transition construction guide the reader. Paragraph structure is seamless. |  |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Not addressed. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register) and/or word choice are present. Sentence structure is correct but not varied. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct and varied sentence structure and audience-appropriate language are employed. | Prose is largely free of mechanical errors, although a few may be present. The writer uses a variety of effective sentence structures and figures of speech. | Writer is clearly in command of standard, written, academic English. |  |
| **5.0 %Paper Format (use of appropriate style for the major and assignment)** | Not addressed. | Appropriate template is used, but some elements are missing or mistaken; lack of control with formatting is apparent. | Appropriate template is used, and formatting is correct, although some minor errors may be present. | Appropriate template is fully used; There are virtually no errors in formatting style. | All format elements are correct. |  |
| **100 %Total Weightage** |  | | | | |  |