Past Today: Spring 2020

Assignment 1 Rubric

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|  | **Thesis** | **Textual Analysis** | **Structure** |
| **NP** | No thesis in evidence.  Thesis buried in summary or generalizations.  Little relation between the thesis and texts. | Poor reading comprehension or misinterpretation.  Weak use of textual evidence.  Relies on over-generalization or student opinion. | Lacks organizational structure  Weak use of paragraphs, with few or no clear topic sentences. |
| **C** | Thesis emerges by the end of the paper.  Thesis may be vague orgeneral. | Begins to make valid connections within texts or between texts.  Effort to close-read is evident, textual evidenceis appropriately used | Student has a sense of how to write a paragraph  Some coherent relationships between paragraphs |
| **C+** | Has a thesis, but not clearly articulated in the intro. | Moments of solid work with texts.  Connective thinking may be implicit rather than explicit. | Transitions and topic sentences begin to emerge  Has some coherence but lacks consistent structure found in a B |
| **B** | Independent thesis clearly articulated in the intro.  Thesis may be somewhat limited or developed in a repetitive way. | Takes some interpretive risks with texts.  Texts used in service of thesis and to provide support for it. | Controlled development of thesis  Smoother transitions and topic sentences than C- range |
| **B+** | Engages more complex ideas in the readings.  Independent thinking consistently developed. | Student’s ideas in control throughout the paper.  Text used to both support and complicate the thesis. | Thesis development consistent through paragraphs.  Topic sentences and transitions effectively used. |
| **A** | Complex interpretive thesis is made clear in the intro and developed throughout the essay. | Student-centered connective thinking.  Thesis cuts across readings in unanticipated ways or finds a larger context for the conversation. | Clear, fluid, logical  Strong use of topic sentences and other guideposts for reader. |

Note: Presentation errors, especially a failure to edit your paper, will lead to a lower grade. \*Adapted from Expository Writing 101 Rubric.