Past Today: Spring 2020

Assignment 1 Rubric

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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.