

Project 1: Finding Common Ground Rubric

	0	1	2	3	4	5	6	7	8
Analysis 25%	Low Emerging	Emerging: •Does not meet assignment requirements. •Absent or unclear thesis, and/or thesis does not relate to the claims made throughout the draft •Individual stakeholder positions are not represented or developed •Little or no establishment of common ground between stakeholders •Compromise fails to assess local and/or global impacts of planned actions, is absent, undeveloped, unsupported, and/or unrealistic	High Emerging	Low Developing	Developing: •Partially or incompletely meets assignment requirements •Presents a partially or underdeveloped claim in the thesis and throughout the draft •Individual stakeholder positions are represented, but are incompletely or inconsistently developed, and/or represented with inconsistent balance, fairness and/or empathy •Common ground between stakeholders is inconsistently or partially developed and/or does not demonstrate understanding of each stakeholder's goals/values •Compromise inconsistently assesses local and/or global impacts of planned actions, is partially developed, unconvincingly supported, and/or unrealistic	High Developing	Low Mastering	Mastering: •Meets assignment requirements and exhibits consistent exemplary quality. •Presents a well-thought-out, well supported, arguable claim in the thesis and throughout the draft •Individual stakeholder positions are completely developed, with balanced, fair, and empathetic representation •Common ground between stakeholders is well-developed and demonstrates unbiased and empathetic understanding of each stakeholder's goals/values •Compromise fully assesses local and/or global impacts of planned actions, is fully developed, well supported and realistic, and complements the goals/values of each stakeholder	High Mastering
Evidence 25 %	Low Emerging	Emerging: •Does not satisfy research requirement minimums •Sources are inappropriate and/or unreliable and/or do not represent stakeholder positions ethically, accurately, and empathetically •Adaptation of supporting details from sources is not relevant to thesis and/or features an overly biased voice • Does not establish relationship between thesis and primary and secondary sources •Does not reflect an understanding of intellectual property conventions or plagiarism •Quoting, summarizing, and paraphrasing are not clearly and consistently introduced, integrated, and analyzed to support arguments	High Emerging	Low Developing	Developing: •Draft partially satisfies research requirement minimums •Sources are inconsistently appropriate or credible and/or partially or inconsistently represent stakeholder positions ethically, accurately, and empathetically •Adaptation of supporting details from sources is inconsistently relevant to thesis, and/or inconsistently employs an objective voice •Inconsistently or partially establishes relationship between thesis and primary and secondary sources • Inconsistently reflects an understanding of intellectual property conventions or plagiarism •Quoting, summarizing, and paraphrasing are inconsistently introduced, integrated, and/or analyzed to support arguments	High Developing	Low Mastering	Mastering: •Draft fully satisfies research requirements •Sources are consistently appropriate or credible and represent stakeholder positions ethically, accurately, and empathetically •Adaptation of supporting details from sources is consistently relevant to thesis and reflects a consistently employs an objective voice •Consistently and explicitly establishes clear relationship between thesis and primary and secondary sources •Consistently reflects an understanding of intellectual property conventions and plagiarism • Quoting, summarizing, and paraphrasing are clearly and consistently introduced, integrated, and analyzed to support arguments	High Mastering

Organization 20%	Low Emerging	Emerging: <ul style="list-style-type: none"> • Introduction does not contextualize the multiple perspectives of the stakeholders. • Topic sentences and transitions are absent, not relevant, or do not clearly support the thesis and/or facilitate the logical progression of the argument. • Conclusion is absent, not relevant to thesis, and/or does not restate the argument or addresses why/how the argument matters within a larger context. 	High Emerging	Low Developing	Developing: <ul style="list-style-type: none"> • Introduction partially contextualizes the multiple perspectives of the stakeholders. • Topic sentences and transitions inconsistently or partially support the thesis and/or facilitate the logical progression of the argument. • Conclusion partially or incompletely restates the argument, and/or addresses why/how the argument matters within a larger context. 	High Developing	Low Mastering	Mastering: <ul style="list-style-type: none"> • Introduction effectively contextualizes the multiple perspectives of the stakeholders. • Topic sentences and transitions clearly, explicitly, and consistently support the thesis and facilitate the logical progression of the argument. • Conclusion effectively and restates the argument, and addresses why/how the argument matters within a larger context. 	High Mastering
Format 15%	Low Emerging	Emerging: <ul style="list-style-type: none"> • Little compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited. • Works Cited citations reflect little effort to conform to MLA/APA format conventions. • Necessary in-text citations are absent. • Minimal attention to document design (for example: line and paragraph spacing, font style, and size). 	High Emerging	Low Developing	Developing: <ul style="list-style-type: none"> • Inconsistent employment of MLA/APA documentation style for paper formatting, in-text citations, annotated bibliographies, and works cited. • Works Cited citations inconsistently maintain ethical and legal standards of format guide • Necessary in-text citations are inconsistently present and/or inconsistently conform to MLA/APA format conventions. • Inconsistent attention to document design (for example: line and paragraph spacing, font style and size). 	High Developing	Low Mastering	Mastering: <ul style="list-style-type: none"> • Consistent compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited. • Works Cited citations consistently and accurately maintain ethical and legal standards of format guide • Necessary in-text citations are consistently present and consistently conform to MLA/APA format conventions. • Consistent attention to document design (for example: line and paragraph spacing, font style, and size). 	High Mastering
Style 15%	Low Emerging	Emerging: <ul style="list-style-type: none"> • Frequent diction, grammar and/or punctuation issues. • Frequent shifts in point of view. • Frequent problems demonstrating accurate usage of standard edited English • Language significantly interferes with the communication of ideas. 	High Emerging	Low Developing	Developing: <ul style="list-style-type: none"> • Some diction, grammar and/or punctuation errors. • Inconsistent point of view. • Inconsistently demonstrates accurate usage of standard edited English • Language does not interfere with communication of ideas. 	High Developing	Low Mastering	Mastering: <ul style="list-style-type: none"> • Appropriate diction, grammar, and punctuation. • Consistent point of view. • Consistently polished and appropriate usage of standard edited English • Language consistently complements and facilitates communication of ideas. 	High Mastering