

## Project 2: Tracing Conversations Over Time Rubric

	0	1	2	3	4	5	6	7	8
<b>Analysis 25%</b>	Low Emerging	Emerging: •Does not meet assignment requirements •Thesis is absent or does not establish a shift in global and cultural interrelationships across place and time •Ideas are underdeveloped; claims do not clearly support thesis	High Emerging	Low Developing	Developing: •Partially or incompletely meets assignment requirements •Thesis is underdeveloped or partially explicates an argument for a shift in global and cultural interrelationships across place and time •Ideas are partially developed for an audience of critical readers; claims inconsistently support thesis	High Developing	Low Mastering	Mastering: •Meets assignment requirements and exhibits consistent exemplary quality •Thesis explicitly argues for a shift in the global and cultural interrelationships across place and time •Ideas are fully developed for an audience of critical readers; all claims consistently support thesis	High Mastering
<b>Evidence 25%</b>	Low Emerging	Emerging: •Sources are not appropriate for scholarly research •Analyses do not connect sources and thesis •Sources and supporting details do not demonstrate major trends in the scholarly conversation over time •Analyses do not show connections between sources and do not put the sources in conversation with each other •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: •Sources are inconsistently appropriate/credible for scholarly research •Analyses inconsistently connect sources and thesis •Sources and supporting details inconsistently demonstrate major trends in the scholarly conversation over time •Analyses inconsistently show connections between sources and inconsistently put the sources in conversation with each other •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: •Sources represent an array of formats appropriate/credible for scholarly research •Analyses consistently and clearly connects sources and thesis •Sources and supporting details consistently and explicitly demonstrate major trends in the scholarly conversation over time •Analyses explicitly show connections between sources and put the sources in conversation with each other •Consistently reflects an understanding of intellectual property conventions or plagiarism •Quoting, summarizing, and paraphrasing are clearly and consistently introduced, integrated, and analyzed to support arguments	High Mastering

<b>Organization 20%</b>	Low Emerging	Emerging: <ul style="list-style-type: none"> <li>•Introduction does not clearly demonstrate a critical understanding of processes that influence the topic or scholarly conversation over time</li> <li>•Topic sentences are absent or do not clearly support the thesis by identifying major trends and shifts in the scholarly conversation over time</li> <li>•Absent or infrequent transitions</li> <li>•Conclusion is absent or not relevant to thesis</li> </ul>	High Emerging	Low Developing	Developing: <ul style="list-style-type: none"> <li>•Introduction incompletely demonstrates a critical understanding of processes that influence the topic and the scholarly conversation over time</li> <li>•Topic sentences inconsistently support the thesis by identifying major trends and shifts in the scholarly conversation over time</li> <li>•Transitions inconsistently facilitate a logical progression of supporting points</li> <li>•Conclusion is underdeveloped or incompletely restates the argument</li> </ul>	High Developing	Low Mastering	Mastering: <ul style="list-style-type: none"> <li>•Introduction clearly and concisely demonstrates a critical understanding of processes that influence the topic and scholarly conversation over time</li> <li>•Topic sentences clearly and explicitly support the thesis by identifying major trends and shifts in the scholarly conversation over time</li> <li>•Transitions consistently facilitate a logical progression of supporting points</li> <li>•Conclusion restates the argument and underscores why/how the argument matters within the scholarly conversation about the topic</li> </ul>	High Mastering
<b>Format 15%</b>	Low Emerging	Emerging: <ul style="list-style-type: none"> <li>•Little compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited</li> <li>•Citations reflect little effort to conform to MLA/APA format conventions</li> <li>•Necessary in-text citations are absent</li> <li>•Minimal attention to document design (for example: line and paragraph spacing, font style, and size)</li> </ul>	High Emerging	Low Developing	Developing: <ul style="list-style-type: none"> <li>•Inconsistent employment of MLA/APA documentation style for paper formatting, in-text citations, annotated bibliographies, and works cited</li> <li>•Citations inconsistently maintain ethical and legal standards of the format guide</li> <li>•Necessary in-text citations are inconsistently present and/or inconsistently conform to MLA/APA format conventions</li> <li>•Inconsistent attention to document design (for example: line and paragraph spacing, font style, and size)</li> </ul>	High Developing	Low Mastering	Mastering: <ul style="list-style-type: none"> <li>•Consistent compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited</li> <li>•Citations consistently and accurately maintain ethical and legal standards of the format guide</li> <li>•Necessary in-text citations are consistently present and consistently conform to MLA/APA format conventions</li> <li>•Consistent attention to document design (for example: line and paragraph spacing, font style, and size)</li> </ul>	High Mastering
<b>Style 15%</b>	Low Emerging	Emerging: <ul style="list-style-type: none"> <li>•Frequent diction, grammar and/or punctuation issues</li> <li>•Frequent shifts in point of view</li> <li>•Frequent problems demonstrating accurate usage of standard edited English</li> <li>•Language significantly interferes with the communication of ideas</li> </ul>	High Emerging	Low Developing	Developing: <ul style="list-style-type: none"> <li>•Some diction, grammar and/or punctuation errors</li> <li>•Inconsistent point of view</li> <li>•Inconsistently demonstrates accurate usage of standard edited English</li> <li>•Language does not interfere with communication of ideas</li> </ul>	High Developing	Low Mastering	Mastering: <ul style="list-style-type: none"> <li>•Appropriate diction, grammar, and punctuation</li> <li>•Consistent point of view</li> <li>•Consistently polished and appropriate usage of standard edited English</li> <li>•Language consistently complements and facilitates communication of ideas</li> </ul>	High Mastering