

Project 3: Joining the Conversation 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 make an arguable claim throughout the draft •Ideas are undeveloped for an audience of critical readers or unrelated to thesis •Analysis of supporting points is limited or undeveloped relative to the arguable claim	High Emerging	Low Developing	Developing: •Partially or incompletely meets assignment requirements •Presents a partially or underdeveloped claim in the thesis and throughout the draft •Ideas are partially developed for an audience of critical readers and/or inconsistently related to thesis •Analysis of supporting points is inconsistent or partially developed relative to the arguable claim	High Developing	Low Mastering	Mastering: •Consistently meets assignment requirements •Presents a well thought-out, well supported, arguable claim in the thesis and throughout the draft •Ideas and supporting points are consistently developed for an audience of critical readers and related to thesis •Analysis of supporting points is consistent and fully developed relative to the arguable claim	High Mastering
Evidence 25 %	Low Emerging	Emerging: •Sources are not appropriate/credible for scholarly research •Analyses fail to connect thesis and primary and secondary sources Uses inappropriate and/or unreliable scholarly evidence to support claims •Fails to incorporate research regarding alternative positions on a topic •Does not provide or explain counterarguments and refute them to support claims •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 primary/secondary sources and thesis •Inconsistently adapts appropriate and/or reliable scholarly evidence to support claims and convince audiences •Inconsistently incorporates research regarding alternative positions on a topic •Partially explains counterarguments and/or refutes them to support claims •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 connect primary/secondary sources and thesis •Adapts appropriate and/or reliable scholarly evidence to support claims and convince audiences •Consistently incorporates research regarding alternative positions on a topic •Fully develops counterarguments and thoughtfully refutes them to support claims •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: •Introduction does not clearly demonstrate a critical understanding of processes influencing the topic or scholarly conversation over time. •Topic sentences are absent or do not clearly support the thesis by identifying major trends and shifts in the scholarly conversation over time. •Absent or infrequent transitions. •Conclusion is absent or not relevant to thesis.	High Emerging	Low Developing	Developing: •Introduction incompletely demonstrates a critical understanding of processes influencing historical context of topic surrounding the thesis. •Topic sentences inconsistently or partially support the thesis and develop the arguable claim. •Transitions inconsistently facilitate logical progression of supporting points. •Conclusion is underdeveloped or incompletely restates the argument	High Developing	Low Mastering	Mastering: •Introduction clearly and concisely demonstrates a critical understanding of processes influencing topic and scholarly conversation •Topic sentences clearly and explicitly support the thesis and develop the arguable claim •Transitions consistently facilitate logical progression of supporting points •Conclusion restates the argument and underscores why/how the argument matters within the scholarly conversation about the topic	High Mastering
Format 15%	Low Emerging	Emerging: •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: •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: •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: •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: •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: •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

