

Rubric / Self-evaluation / Evaluation

Part I

0 to 1	2	3	4
<p>Question: How well does the essay/paper/project present information?</p> <p>Answer: Quite poorly.</p>	<p>Question: How well does the essay/paper/project present information?</p> <p>Answer: Minimally acceptable.</p>	<p>Question: How well does the essay/paper/project present information?</p> <p>Answer: Quite well. Good, solid work. Around the norm.</p>	<p>Question: How well does the essay/paper/project present information?</p> <p>Answer: Very well. Above the norm. Excellent to outstanding.</p>
<p><input type="checkbox"/> The essay/paper/project presents substantially inaccurate, erroneous, false, or misleading information.</p>	<p><input type="checkbox"/> The essay/paper/project presents some inaccurate, erroneous, false, or misleading information that can very easily be corrected.</p>	<p><input type="checkbox"/> The essay/paper/project presents no inaccurate, erroneous, false, or misleading information.</p>	<p><input type="checkbox"/> The essay/paper/project presents information in a highly accurate, correct, factual, and appropriate manner.</p>
<p><input type="checkbox"/> The references and citations used in the essay/paper/project, if any, are not cited or they are cited erroneously. The work is plagiarizing or in danger of plagiarism.</p>	<p><input type="checkbox"/> One or more of the references and citations used in the essay/paper/project, if any, are not cited, or they are cited erroneously.</p>	<p><input type="checkbox"/> The references and citations used in the essay/paper/project, if any, are cited correctly.</p>	<p><input type="checkbox"/> The references and citations used in the essay/paper/project, if any, are cited thoroughly, precisely, and without errors.</p>
<p><input type="checkbox"/> Quotations, paraphrases, summaries and the use of ideas from other sources are not correctly indicated. Whether intentional or not, it appears that the essay/paper/project may be plagiarized.</p>	<p><input type="checkbox"/> Some of the quotations, paraphrases, summaries and the use of ideas from other sources are not correctly indicated. Whether intentional or not, it appears that one or more portions of the work may be in danger of plagiarism.</p>	<p><input type="checkbox"/> The quotations, paraphrases, summaries and the use of ideas from other sources are well chosen and correctly indicated.</p>	<p><input type="checkbox"/> The quotations, paraphrases, summaries and the use of ideas from other sources are correctly indicated, and they are of a very high quality.</p>
<p><input type="checkbox"/> Grammar, mechanical errors, and/or typos are so distracting that the essay/paper/project is barely, or is not, readable.</p>	<p><input type="checkbox"/> Some grammar, mechanical errors, and/or typos are so distracting that some portions (phrases, sentences, etc.) of the essay/paper/project is barely, or is not, readable.</p>	<p><input type="checkbox"/> Grammar, mechanical errors, and/or typos are minimal so that the essay/paper/project is easily readable.</p>	<p><input type="checkbox"/> The essay/paper/project is completely free from grammatical or mechanical errors and typos, and the essay/paper/project is very easy to read, free from formal distractions.</p>
<p><input type="checkbox"/> The essay/paper/project follows virtually no commonly recognized form for an academic or critical work of this kind at a college or university.</p>	<p><input type="checkbox"/> The essay/paper/project in part follows commonly recognized form for an academic or critical work of this kind at a college or university.</p>	<p><input type="checkbox"/> The essay/paper/project presents a commonly recognized form for an academic or critical work of this kind at a college or university.</p>	<p><input type="checkbox"/> The essay/paper/project is presented in outstanding form for academic or critical work of this kind at a college or university.</p>

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Part II

<p>Question: How well does the essay/paper/project interpret or analyze the given information?</p> <p>Answer: Quite poorly, or not at all.</p>	<p>Question: How well does the essay/paper/project interpret or analyze the given information?</p> <p>Answer: Minimally acceptable. The work begins or partially achieves interpretation/analysis.</p>	<p>Question: How well does the essay/paper/project interpret or analyze the given information?</p> <p>Answer: It does a good, solid job with its interpretation or analysis. Around the norm.</p>	<p>Question: How well does the essay/paper/project interpret or analyze the given information?</p> <p>Answer: It does an excellent to outstanding job with its interpretation or analysis. Above the norm.</p>
<p><input type="checkbox"/> The essay/paper/project does not present a reasonable interpretation or analysis of the related texts, evidence, information, or materials.</p>	<p><input type="checkbox"/> The essay/paper/project presents some reasonable interpretation or analysis of the related texts, evidence, information, or materials.</p>	<p><input type="checkbox"/> The essay/paper/project presents a reasonable interpretation or sound analysis of the related texts, evidence, information, or materials.</p>	<p><input type="checkbox"/> The essay/paper/project presents a very reasonable interpretation or high level of analysis of the related texts, evidence, information, or materials.</p>
<p><input type="checkbox"/> The essay/paper/project does not move beyond simple description or merely conveying information, and it does not clarify matters by explanation, comparison, point-of-view, interpretation, or any form of analysis.</p>	<p><input type="checkbox"/> The essay/paper/project moves somewhat beyond simple description or conveying information, and it begins to clarify matters by explanation, comparison, point-of-view, interpretation, or another form of analysis.</p>	<p><input type="checkbox"/> The essay/paper/project moves beyond simple description or conveying information, and it clarifies matters by explanation, comparison, point-of-view, interpretation, or another form of analysis.</p>	<p><input type="checkbox"/> The essay/paper/project moves well beyond simple description or merely conveying information, and -- in a highly skilled manner -- it clarifies matters by explanation, comparison, point-of-view, interpretation, or another form of analysis.</p>
<p><input type="checkbox"/> The work does not move beyond the presentation of other people's words, ideas, or actions to an intelligent reply to those words, ideas, or actions.</p>	<p><input type="checkbox"/> The work begins to move beyond the presentation of other people's words, ideas, or actions to an intelligent reply to those words, ideas, or actions.</p>	<p><input type="checkbox"/> The work moves beyond the presentation of other people's words, ideas, or actions to an intelligent reply to those words, ideas, or actions.</p>	<p><input type="checkbox"/> The work moves well beyond the presentation of other people's words, ideas, or actions to a highly intelligent reply to those words, ideas, or actions.</p>

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Part III

<p>Question: How well does the essay/paper/project offer substantial argumentation, criticism, and/or evaluation?</p> <p>Answer: It offers little or no argumentation, criticism, or evaluation.</p>	<p>Question: How well does the essay/paper/project offer substantial argumentation, criticism, and/or evaluation?</p> <p>Answer: It offers some argumentation, criticism, or evaluation in some fashion.</p>	<p>Question: How well does the essay/paper/project offer substantial argumentation, criticism, and/or evaluation?</p> <p>Answer: It offers sound, developed argumentation, criticism, or evaluation. Around the norm.</p>	<p>Question: How well does the essay/paper/project offer substantial argumentation, criticism, and/or evaluation?</p> <p>Answer: It offers very strong, well-developed argumentation, criticism, or evaluation. Above the norm.</p>
<p><input type="checkbox"/> The essay/paper/project does not include a critical evaluation or present an argument based upon reasonable interpretation or analysis. (It does not critically engage its topic or material.)</p>	<p><input type="checkbox"/> The essay/paper/project includes some critical evaluation or partially presents an argument. (It begins to critically engage its topic or material.)</p>	<p><input type="checkbox"/> The essay/paper/project includes a critical evaluation or presentation of an argument based upon reasonable interpretation or analysis. (It critically engages its topic or material.)</p>	<p><input type="checkbox"/> The essay/paper/project includes a very strong critical evaluation / argument based upon reasonable interpretation / analysis. (It critically engages its material with a high degree of skill.)</p>
<p><input type="checkbox"/> The essay/paper/project does not offer an agenda or thesis.</p>	<p><input type="checkbox"/> The essay/paper/project offers some form of an agenda or thesis.</p>	<p><input type="checkbox"/> The essay/paper/project offers a clearly articulated agenda or thesis.</p>	<p><input type="checkbox"/> The essay/paper/project offers a strong, highly articulate agenda or thesis.</p>
<p><input type="checkbox"/> The essay/paper/project lacks a coherent context that may include opposing or differing points of view.</p>	<p><input type="checkbox"/> The essay/paper/project attempts to provide a coherent context that may include opposing or differing points of view.</p>	<p><input type="checkbox"/> The essay/paper/project provides a coherent context for its agenda or thesis. It includes opposing or differing points of view or other helpful information to give a fuller sense of the background, problem, or situation for why the agenda or thesis is being pursued in the first place.</p>	<p><input type="checkbox"/> The essay/paper/project provides a coherent and thorough context for its agenda or thesis. It includes the strongest arguments of opposing or differing points of view or other helpful information to give the reader a complete sense of the background, problem, or situation for why the agenda or thesis is being pursued in the first place.</p>

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Part IV

<p>Question: How distinctive/distinguished/original is the essay/paper/project?</p> <p>Answer: It is not distinctive/distinguished/original.</p>	<p>Question: How distinctive/distinguished/original is the essay/paper/project?</p> <p>Answer: It includes some distinctive/distinguished/original elements.</p>	<p>Question: How distinctive/distinguished/original is the essay/paper/project?</p> <p>Answer: It is distinctive/distinguished/original in certain respects.</p>	<p>Question: How distinctive/distinguished/original is the essay/paper/project?</p> <p>Answer: It is distinctive/distinguished/original, perhaps highly so.</p>
<p><input type="checkbox"/> The essay/paper/project does not communicate a distinctive handling of an interesting, important, or useful question or set of questions.</p>	<p><input type="checkbox"/> The essay/paper/project begins to attempt to communicate a distinctive handling of an interesting, important, or useful question or set of questions.</p>	<p><input type="checkbox"/> The essay/paper/project attempts -- and, in some measure, may achieve -- a distinctive handling of an interesting, important, or useful question or set of questions.</p>	<p><input type="checkbox"/> The essay/paper/project communicates a quite distinctive handling of an interesting, important, or useful question or set of questions.</p>
<p><input type="checkbox"/> The work lacks originality or is thoroughly generic. Hypothetically, the essay/paper/project could have been written/produced by any one of tens or hundreds of thousands of individuals.</p>	<p><input type="checkbox"/> The work has some level of originality and is not thoroughly generic. Hypothetically, the essay/paper/project could have been written by many other college or university students.</p>	<p><input type="checkbox"/> The work shows originality or some specificity that marks it as more distinct and less generic. Hypothetically, this particular essay/paper/project could have been written/produced by some, but perhaps not many, other college or university students.</p>	<p><input type="checkbox"/> The work is original or distinctive, perhaps approaching or achieving a high level. Hypothetically, this particular essay/paper/project could not have been written/produced by another person (or perhaps only a handful of other persons) because of its subject matter and/or approach. It may be -- or is close to being -- "one of a kind."</p>
<p><input type="checkbox"/> The essay/paper/project's overall effect upon a reader is quite poor.</p>	<p><input type="checkbox"/> The essay/paper/project's overall effect upon a reader is mediocre.</p>	<p><input type="checkbox"/> The essay/paper/project's overall effect upon a reader is good.</p>	<p><input type="checkbox"/> The essay/paper/project's overall effect upon a reader is excellent, perhaps outstanding.</p>