

Sample Grading Rubrics

I. Adapted from Writing Policy statements of Music and CAS departments)

A. Qualitative

To ensure equity and consistency across the many genres, levels, and topics of writing assignments, History faculty will evaluate student writing that is submitted for a grade according to the following questions. (N.B.: the order does not represent increasing or decreasing degrees of importance.)

1. Is the content pertinent, substantive, interesting, and accurate?
2. How effectively does the writing address and achieve a clear purpose?
3. How effectively does the writing clarify and keep readers' attention focused on its argument?
4. How effectively does the writing understand and address its audience?
5. How effectively does the writing convey an appropriate authorial stance?
6. Structure. How effectively does the writing employ strategies for arranging and connecting its parts?
7. Detail. How effectively does the writing use appropriate specific and concrete information to support and clarify its argument?
8. How effectively does the writing employ style that is both appropriate and inventive?
9. How effectively does the writing comply with standards of correctness (grammar, mechanics, and usage) that are appropriate to the particular format?
10. How effectively does the writing use visual design and graphic content?

B. Quantitative

To ensure equity and consistency across its many course sections, History faculty will evaluate student writing that is submitted for a grade according to the following questions. (N.B.: the order does not represent increasing or decreasing degrees of importance.)

Organization	8	7	6	5	4	3	2	1
	The argument is well organized with thesis statement, supporting details and examples. Paper flows smoothly from one idea/topic to another. A well-thought out conclusion neatly ties together all information.		The argument is organized with a main idea and supporting details or examples. Topics and ideas are discussed in a logical order. A conclusion aims to tie together most information.		The argument is organized with an attempt at a main idea, but supporting details or examples are not adequate. Paper does not always flow well from one idea to the next. Paper includes a conclusion.		The argument appears to be disorganized; no real main idea; no supporting ideas; no real conclusion, paper just ends.	
Quality of Information	8	7	6	5	4	3	2	1
	The argument clearly relates to the main topic. It includes several supporting details and/or examples which lend substantial weight to the thesis.		The argument clearly relates to the main topic. It provides details and/or examples which help to support the thesis.		The argument clearly relates to the main topic. Details and/or examples do not really lend support to the main idea or there is a lack of detail.		The argument has little or nothing to do with the main topic.	
Paragraph Construction	8	7	6	5	4	3	2	1
	All paragraphs include introductory sentence, explanations or details, and concluding sentence. Transitions are smooth and easy to follow. Refined sentence structure reflects mature writing style and adds to the clarity of the paper.		Most paragraphs include introductory sentence, explanations or details, and concluding sentence. Sentence structure is developing, but may reflect the need for further refinement. Transitions are easy to follow.		Paragraphs include related information but are typically not constructed well. Transitions are somewhat awkward or forced. Sentence structure is lacking and creates problems with clarity.		Paragraphing structure is not clear and sentences were not typically related within the paragraphs. Sentence structure is in need of considerable refinement.	
Mechanics	8	7	6	5	4	3	2	1
	Virtually no grammatical, spelling or punctuation errors.		A few grammatical, spelling or punctuation errors.		Several grammatical, spelling, or punctuation errors.		Many grammatical, spelling, or punctuation errors.	
Documentation	8	7	6	5	4	3	2	1
	All sources are accurately documented internally; paper includes proper bibliography.		Most sources are accurately documented internally; paper includes proper bibliography.		Some sources are documented internally; paper includes proper bibliography.		No sources are documented internally; and/or paper does not include proper bibliography.	
Quality and Number of Sources	8	7	6	5	4	3	2	1
	The required number of sources was used in research process and these were the best available.		Sources used in research process fell short of expectations in quantity and/or quality.		Sources used in research process fell significantly short of expectations in quantity and/or quality		No sources used.	

