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| **Rubric for Short Answers** |
| * 0 points- Very Poor:   + no information, information presented is non-relevant   + no examples |
| * 1-2 points- Poor:   + less than 1/2 of expected summary information represented in the recitation notes; or   + some different information relevant to topic from class resources   + little relevant information with a weak example per key part |
| * 3 points- Below Average:   + less than 3/4 of expected summary information represented in recitation notes;   + 1/2 of summary information with a weak example;   + wording that is loose or non-specific; or   + some different information relevant to topic from class resources with weak example |
| * 4 points- Average:   + most to expected summary information represented in recitation notes,   + loosely worded,   + with 1 example per key part (not highly specific), or missing 1 or more examples for questions with multiple key parts   + or all summary information with loose wording and no example |
| * 5 points- Excellent:   + all expected summary information represented in recitation notes,   + precise and neatly worded,   + with 1 specific example per key part, all well-developed   + with potential for additional unique information you individually pulled from the related reading(s) |

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| **Rubric for In-Class Essay (Final)** | | | |
| **Grade** | **Content** | **Writing Style** | **Information** |
| 23-25 | * 5 or more full paragraphs; excellent introduction, body, conclusion * Clear topic points and transition sentences * Presents clear individuality, and/or unique opinions, conclusions or recommendations beyond summary pts. | * Well-organized * Good grammar * Formal language * Academic report structure * Excellent summaries | * Well-organized & constructed; * Relevant examples or references to at least 3 in-class sources (lecture and/or reading resources) * Demonstrates superior understanding of topic |
| 22-20 | * 4-5 paragraphs; with average introduction, body, conclusion; 1 or more may need developing * Clear topic points but weak transitions * Presents average individuality and/or unique opinions, conclusions or recommendations beyond summary pts. | * Decently organized * Acceptable grammar * Formal language with some instances of informality * Mostly follows academic report structure | * Decently organized & constructed * Relevant examples or references to 2-3 in-class sources (lecture and/or reading resources) * Not all examples/ references are not fully developed or explained * Decent understanding of topic |
| 17-19 | * 4 or less paragraphs; with below average introduction, body, or conclusion; 1 or more may need major developing * Average topic points * Presents below average individuality and/or unique opinions, conclusions or recommendations beyond summary pts. | * Weakly organized * Issues with grammar * Informal language * Somewhat follows academic report structure * Issues with difficult hand-writing | * Weakly organized & constructed * Relevant examples or references to less than 3 in-class sources (lecture and/or reading resources) * Not all examples/ references are not fully developed or explained, or poorly done * Below average demonstrated content understanding |
| 16-below | * 4 or less paragraphs; with 1 or more weak introduction, body, or conclusion * Weak topic points, poor transitions * Very weak individuality and/or unique opinions, conclusions or recommendations beyond summary pts. | * Weakly organized * Major issues with grammar * Too informal * Poor academic report structure * Hard to read overall | * Weakly organized & constructed * 2 or more weak examples or references to 2 or less in-class sources (lecture and/or reading resources) * Most examples/ references are not fully developed or explained, or poorly done * Weak demonstrated understanding of topic content |