

400 Level Rubric: Literature Composition

MR

Criteria	Target	ACCEPTABLE		Unacceptable	Comments
		Strong	Weak		
	9-10	8	7	0-6	
Quality of thesis statement	Thesis clearly states the main point of the writing task. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the writing task.	Thesis clearly states the main idea of the writing task. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the writing task.	Thesis does not clearly state the main idea of the writing task AND/OR is not of an appropriate scope for the length of the writing task.	Thesis is too general or obvious.	9 <i>nice contrasts built between poetry & novel</i>
	13-15	11-12	9-10	0-8	
Originality and quality of ideas	Ideas throughout the writing task (from title through conclusion) show evidence of interpretation and synthesis of ideas and critical issues from literary and cultural texts that represent historical and contemporary works. Main ideas interpreted from multiple viewpoints and approaches. The writing task arrives at sound conclusions.	Most of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Most of the conclusions are sound.	Some of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Some of the conclusions are sound.	Very few of the ideas in the writing task show evidence of original, creative, or critical thinking. Few of the conclusions are sound. Student is merely aware of some major literary texts and has read excerpts, abridgements, or reviews of those works and authors.	15
	13-15	11-12	9-10	0-8	
Organization and expression of ideas	All ideas support the thesis statement. Ideas are consistently organized in a logical order.	Most ideas support the thesis statement. Ideas are mostly organized in a logical order.	Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized.	Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order.	15
	9-10	8	7	0-6	
Use of sources	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Writing task provides the target reader with appropriate amount of background and contextual information.	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT writing task provides in inappropriate amount of background and contextual information.	Writing task shows evidence of students having considered appropriate types and quantities of sources. Writing task is inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.	Writing task shows NO evidence of students having considered appropriate types and quantities of sources, OR writing task does not distinguish between student's ideas and those of others, OR writing task gives too much or too little background information.	N/A

400 Level Rubric: Literature Composition

	18-20	16-17	12-15	0-11	
Accuracy	Writing task consistently uses correct grammatical structures. Sentence structure is varied. Essay is fully comprehensible and easy to read.	Writing task has a few errors in grammatical structures. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.	Writing task has some errors in grammatical structures, however they are regarding simple structures. Sentence structure is generally varied, and essay is generally comprehensible.	Writing task has many errors in grammatical structures. Writing task is often difficult to comprehend because of these errors.	18 <i>some minor errors - Stylistic, mostly</i>
Vocabulary	Writing task consistently uses correct, varied vocabulary. There is no use of English. Several idioms are used correctly and student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, however it is less varied. No use of English. A few idioms are usually appropriately used. Student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, but the same words are used repeatedly. No use of English. Sporadic use of idioms although not always correctly. Student has difficulty with circumlocution, paraphrasing, and idioms.	Several errors regarding vocabulary and little variation. Some use of English and/or inappropriate idioms. Student has difficulty with circumlocution and paraphrasing.	15
Format	5	4	3	0-2	5
	Writing task consistently adheres to rules for format, page numbering, citations, footnotes/endnotes, and bibliography/list of works cited.	Writing task deviates in a few areas from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	Writing task often deviates from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	Writing task shows little evidence that student consulted rules for writing of research papers.	
Spelling and Punctuation	9-10	8	7	0-6	9 <i>a few spelling errors</i>
	Writing task consistently uses correct spelling, capitalization, accentuation, underlining, and punctuation.	Writing task has a few errors in spelling, capitalization, accentuation, underlining, and/or punctuation.	Writing task has a moderate amount of errors in spelling, capitalization, and/or underlining, but none that cause comprehension problems.	Writing task has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation, which make the writing task difficult to comprehend.	

***Rubric adapted from Eileen Glisan, Indiana University of Pennsylvania (with permission)

MR: 86/90

AP

400 Level Rubric: Literature Composition

Criteria	Target	ACCEPTABLE		Unacceptable	Comments
		Strong	Weak		
		9-10	8	7	0-6
Quality of thesis statement	Thesis clearly states the main point of the writing task. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the writing task.	Thesis clearly states the main idea of the writing task. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the writing task.	Thesis does not clearly state the main idea of the writing task AND/OR is not of an appropriate scope for the length of the writing task.	Thesis is too general or obvious.	Could be clearer up front 8
		13-15	11-12	9-10	0-8
Originality and quality of ideas	Ideas throughout the writing task (from title through conclusion) show evidence of interpretation and synthesis of ideas and critical issues from literary and cultural texts that represent historical and contemporary works. Main ideas interpreted from multiple viewpoints and approaches. The writing task arrives at sound conclusions.	Most of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Most of the conclusions are sound.	Some of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Some of the conclusions are sound.	Very few of the ideas in the writing task show evidence of original, creative, or critical thinking. Few of the conclusions are sound. Student is merely aware of some major literary texts and has read excerpts, abridgements, or reviews of those works and authors.	14
		13-15	11-12	9-10	0-8
Organization and expression of ideas	All ideas support the thesis statement. Ideas are consistently organized in a logical order.	Most ideas support the thesis statement. Ideas are mostly organized in a logical order.	Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized.	Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order.	Style is lovely, too 15
		9-10	8	7	0-6
Use of sources	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Writing task provides the target reader with appropriate amount of background and contextual information.	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT writing task provides in inappropriate amount of background and contextual information.	Writing task shows evidence of students having considered appropriate types and quantities of sources. Writing task is inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.	Writing task shows NO evidence of students having considered appropriate types and quantities of sources, OR writing task does not distinguish between student's ideas and those of others, OR writing task gives too much or too little background information.	N/A

400 Level Rubric: Literature Composition

	18-20	16-17	12-15	0-11	
Accuracy 20	Writing task consistently uses correct grammatical structures. Sentence structure is varied. Essay is fully comprehensible and easy to read.	Writing task has a few errors in grammatical structures. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.	Writing task has some errors in grammatical structures, however they are regarding simple structures. Sentence structure is generally varied, and essay is generally comprehensible.	Writing task has many errors in grammatical structures. Writing task is often difficult to comprehend because of these errors.	Perfect 20
Vocabulary 15	Writing task consistently uses correct, varied vocabulary. There is no use of English. Several idioms are used correctly and student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, however it is less varied. No use of English. A few idioms are usually appropriately used. Student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, but the same words are used repeatedly. No use of English. Sporadic use of idioms although not always correctly. Student has difficulty with circumlocution, paraphrasing, and idioms.	Several errors regarding vocabulary and little variation. Some use of English and/or inappropriate idioms. Student has difficulty with circumlocution and paraphrasing.	Excellent! 15
Format 4.5	Writing task consistently adheres to rules for <u>format, page numbering, citations, footnotes/endnotes, and bibliography/list of works cited.</u>	Writing task deviates in a few areas from rules for <u>format, page numbering, citations</u> , footnotes/endnotes, and/or bibliography/list of works cited.	Writing task often deviates from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	Writing task shows little evidence that student consulted rules for writing of research papers.	4.5
Spelling and Punctuation 10	Writing task consistently uses correct spelling, capitalization, accentuation, underlining, and punctuation.	Writing task has a few errors in spelling, capitalization, accentuation, underlining, and/or punctuation.	Writing task has a moderate amount of errors in spelling, capitalization, and/or underlining, but none that cause comprehension problems.	Writing task has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation, which make the writing task difficult to comprehend.	10

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AP

86.5/90

NH

400 Level Rubric: Literature Composition

Criteria	Target	ACCEPTABLE		Unacceptable	Comments
		Strong	Weak		
Quality of thesis statement	9-10 Thesis clearly states the main point of the writing task. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the writing task.	8 Thesis clearly states the main idea of the writing task. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the writing task.	7 Thesis does not clearly state the main idea of the writing task AND/OR is not of an appropriate scope for the length of the writing task.	0-6 Thesis is too general or obvious.	10
Originality and quality of ideas	13-15 Ideas throughout the writing task (from title through conclusion) show evidence of interpretation and synthesis of ideas and critical issues from literary and cultural texts that represent historical and contemporary works. Main ideas interpreted from multiple viewpoints and approaches. The writing task arrives at sound conclusions.	11-12 Most of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Most of the conclusions are sound.	9-10 Some of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Some of the conclusions are sound.	0-8 Very few of the ideas in the writing task show evidence of original, creative, or critical thinking. Few of the conclusions are sound. Student is merely aware of some major literary texts and has read excerpts, abridgements, or reviews of those works and authors.	14
Organization and expression of ideas	13-15 All ideas support the thesis statement. Ideas are consistently organized in a logical order.	11-12 Most ideas support the thesis statement. Ideas are mostly organized in a logical order. <i>Biographie unabhig</i>	9-10 Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized.	0-8 Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order.	11
Use of sources	9-10 Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Writing task provides the target reader with appropriate amount of background and contextual information.	8 Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT writing task provides in inappropriate amount of background and contextual information.	7 Writing task shows evidence of students having considered appropriate types and quantities of sources. Writing task is inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.	0-6 Writing task shows NO evidence of students having considered appropriate types and quantities of sources, OR writing task does not distinguish between student's ideas and those of others, OR writing task gives too much or too little background information.	N/A

400 Level Rubric: Literature Composition

	18-20	16-17	12-15	0-11		
Accuracy	Writing task consistently uses correct grammatical structures. Sentence structure is varied. Essay is fully comprehensible and easy to read.	Writing task has a few errors in grammatical structures. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.	Writing task has some errors in grammatical structures, however they are regarding simple structures. Sentence structure is generally varied, and essay is generally comprehensible.	Writing task has many errors in grammatical structures. Writing task is often difficult to comprehend because of these errors.	16	Stil manchmal schwach-wiederholungen
Vocabulary	Writing task consistently uses correct, varied vocabulary. There is no use of English. Several idioms are used correctly and student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, however it is less varied. No use of English. A few idioms are usually appropriately used. Student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, but the same words are used repeatedly. No use of English. Sporadic use of idioms although not always correctly. Student has difficulty with circumlocution, paraphrasing, and idioms.	Several errors regarding vocabulary and little variation. Some use of English and/or inappropriate idioms. Student has difficulty with circumlocution and paraphrasing.	13	
Format	5	4	3	0-2	5	
	Writing task consistently adheres to rules for format, page numbering, citations, footnotes/endnotes, and bibliography/list of works cited.	Writing task deviates in a few areas from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	Writing task often deviates from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	Writing task shows little evidence that student consulted rules for writing of research papers.		
Spelling and Punctuation	9-10	8	7	0-6	9	
	Writing task consistently uses correct spelling, capitalization, accentuation, underlining, and punctuation.	Writing task has a few errors in spelling, capitalization, accentuation, underlining, and/or punctuation.	Writing task has a moderate amount of errors in spelling, capitalization, and/or underlining, but none that cause comprehension problems.	Writing task has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation, which make the writing task difficult to comprehend.		

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NH 78/90

400 Level Rubric: Literature Composition

Criteria	Target	ACCEPTABLE		Unacceptable	Comments
		Strong	Weak		
	9-10	8	7	0-6	
Quality of thesis statement	Thesis clearly states the main point of the writing task. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the writing task.	Thesis clearly states the main idea of the writing task. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the writing task.	Thesis does not clearly state the main idea of the writing task AND/OR is not of an appropriate scope for the length of the writing task.	Thesis is too general or obvious.	9
	13-15	11-12	9-10	0-8	
Originality and quality of ideas	Ideas throughout the writing task (from title through conclusion) show evidence of interpretation and synthesis of ideas and critical issues from literary and cultural texts that represent historical and contemporary works. Main ideas interpreted from multiple viewpoints and approaches. The writing task arrives at sound conclusions.	Most of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Most of the conclusions are sound.	Some of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Some of the conclusions are sound.	Very few of the ideas in the writing task show evidence of original, creative, or critical thinking. Few of the conclusions are sound. Student is merely aware of some major literary texts and has read excerpts, abridgements, or reviews of those works and authors.	12.5
	13-15	11-12	9-10	0-8	
Organization and expression of ideas	All ideas support the thesis statement. Ideas are consistently organized in a logical order.	Most ideas support the thesis statement. Ideas are mostly organized in a logical order.	Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized.	Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order.	12.5
	9-10	8	7	0-6	
Use of sources	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Writing task provides the target reader with appropriate amount of background and contextual information.	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT writing task provides in inappropriate amount of background and contextual information.	Writing task shows evidence of students having considered appropriate types and quantities of sources. Writing task is inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.	Writing task shows NO evidence of students having considered appropriate types and quantities of sources, OR writing task does not distinguish between student's ideas and those of others, OR writing task gives too much or too little background information.	N/A

400 Level Rubric: Literature Composition

	18-20	16-17	12-15	0-11	
Accuracy	Writing task consistently uses correct grammatical structures. Sentence structure is varied. Essay is fully comprehensible and easy to read.	Writing task has a few errors in grammatical structures. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.	Writing task has some errors in grammatical structures, however they are regarding simple structures. Sentence structure is generally varied, and essay is generally comprehensible.	Writing task has many errors in grammatical structures. Writing task is often difficult to comprehend because of these errors.	17
Vocabulary	Writing task consistently uses correct, varied vocabulary. There is no use of English. Several idioms are used correctly and student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, however it is less varied. No use of English. A few idioms are usually appropriately used. Student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, but the same words are used repeatedly. No use of English. Sporadic use of idioms although not always correctly. Student has difficulty with circumlocution, paraphrasing, and idioms.	Several errors regarding vocabulary and little variation. Some use of English and/or inappropriate idioms. Student has difficulty with circumlocution and paraphrasing.	12
Format	5 Writing task consistently adheres to rules for format, page numbering, citations, footnotes/endnotes, and bibliography/list of works cited.	4 Writing task deviates in a few areas from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	3 Writing task often deviates from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	0-2 Writing task shows little evidence that student consulted rules for writing of research papers.	5
Spelling and Punctuation	9-10 Writing task consistently uses correct spelling, capitalization, accentuation, underlining, and punctuation.	8 Writing task has a few errors in spelling, capitalization, accentuation, underlining, and/or punctuation.	7 Writing task has a moderate amount of errors in spelling, capitalization, and/or underlining, but none that cause comprehension problems.	0-6 Writing task has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation, which make the writing task difficult to comprehend.	10

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AF 28/90

400 Level Rubric: Literature Composition

AW

Criteria	Target	ACCEPTABLE		Unacceptable	Comments
		Strong	Weak		
Quality of thesis statement <i>super!</i>	9-10 Thesis clearly states the main point of the writing task. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the writing task.	8 Thesis clearly states the main idea of the writing task. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the writing task.	7 Thesis does not clearly state the main idea of the writing task AND/OR is not of an appropriate scope for the length of the writing task.	0-6 Thesis is too general or obvious.	10
Originality and quality of ideas <i>sehr original!</i>	13-15 Ideas throughout the writing task (from title through conclusion) show evidence of interpretation and synthesis of ideas and critical issues from literary and cultural texts that represent historical and contemporary works. Main ideas interpreted from multiple viewpoints and approaches. The writing task arrives at sound conclusions.	11-12 Most of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Most of the conclusions are sound.	9-10 Some of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Some of the conclusions are sound.	0-8 Very few of the ideas in the writing task show evidence of original, creative, or critical thinking. Few of the conclusions are sound. Student is merely aware of some major literary texts and has read excerpts, abridgements, or reviews of those works and authors.	15
Organization and expression of ideas	13-15 All ideas support the thesis statement. Ideas are consistently organized in a logical order.	11-12 Most ideas support the thesis statement. Ideas are mostly organized in a logical order.	9-10 Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized.	0-8 Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order.	15
Use of sources	9-10 Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Writing task provides the target reader with appropriate amount of background and contextual information.	8 Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT writing task provides in inappropriate amount of background and contextual information.	7 Writing task shows evidence of students having considered appropriate types and quantities of sources. Writing task is inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.	0-6 Writing task shows NO evidence of students having considered appropriate types and quantities of sources, OR writing task does not distinguish between student's ideas and those of others, OR writing task gives too much or too little background information.	N/A

400 Level Rubric: Literature Composition

	18-20	16-17	12-15	0-11		
Accuracy	Writing task consistently uses correct grammatical structures. Sentence structure is varied. Essay is fully comprehensible and easy to read.	Writing task has a few errors in grammatical structures. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.	Writing task has some errors in grammatical structures, however they are regarding simple structures. Sentence structure is generally varied, and essay is generally comprehensible.	Writing task has many errors in grammatical structures. Writing task is often difficult to comprehend because of these errors.		18
Vocabulary	Writing task consistently uses correct, varied vocabulary. There is no use of English. Several idioms are used correctly and student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, however it is less varied. No use of English. A few idioms are usually appropriately used. Student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, but the same words are used repeatedly. No use of English. Sporadic use of idioms although not always correctly. Student has difficulty with circumlocution, paraphrasing, and idioms.	Several errors regarding vocabulary and little variation. Some use of English and/or inappropriate idioms. Student has difficulty with circumlocution and paraphrasing.		15
Format	5 Writing task consistently adheres to rules for format, page numbering, citations, footnotes/endnotes, and bibliography/list of works cited.	4 Writing task deviates in a few areas from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	3 Writing task often deviates from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	0-2 Writing task shows little evidence that student consulted rules for writing of research papers.		5
Spelling and Punctuation	9-10 Writing task consistently uses correct spelling, capitalization, accentuation, underlining, and punctuation.	8 Writing task has a few errors in spelling, capitalization, accentuation, underlining, and/or punctuation.	7 Writing task has a moderate amount of errors in spelling, capitalization, and/or underlining, but none that cause comprehension problems.	0-6 Writing task has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation, which make the writing task difficult to comprehend.		9

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AW

87/90

Ausgezeichnet!

400 Level Rubric: Literature Composition

CN

Criteria	Target	ACCEPTABLE		Unacceptable	Comments
		Strong	Weak		
	9-10	8	7	0-6	
Quality of thesis statement	Thesis clearly states the main point of the writing task. Thesis is neither too general nor too obvious. <u>Thesis is of appropriate scope for the length of the writing task.</u>	Thesis clearly states the main idea of the writing task. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the writing task.	Thesis does not clearly state the main idea of the writing task AND/OR is not of an appropriate scope for the length of the writing task.	Thesis is too general or obvious.	8
	13-15	11-12	9-10	0-8	
Originality and quality of ideas	Ideas throughout the writing task (from title through conclusion) show evidence of interpretation and synthesis of ideas and critical issues from literary and cultural texts that represent historical and contemporary works. Main ideas interpreted from multiple viewpoints and approaches. The writing task arrives at sound conclusions.	Most of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Most of the conclusions are sound.	Some of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Some of the conclusions are sound.	Very few of the ideas in the writing task show evidence of original, creative, or critical thinking. Few of the conclusions are sound. Student is merely aware of some major literary texts and has read excerpts, abridgements, or reviews of those works and authors.	14
	13-15	11-12	9-10	0-8	
Organization and expression of ideas	All ideas support the thesis statement. Ideas are consistently organized in a logical order.	Most ideas support the thesis statement. Ideas are mostly organized in a logical order.	Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized.	Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order.	14
	9-10	8	7	0-6	
Use of sources	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Writing task provides the target reader with appropriate amount of background and contextual information.	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT writing task provides in inappropriate amount of background and contextual information.	Writing task shows evidence of students having considered appropriate types and quantities of sources. Writing task is inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.	Writing task shows NO evidence of students having considered appropriate types and quantities of sources, OR writing task does not distinguish between student's ideas and those of others, OR writing task gives too much or too little background information.	N/A

comes from late in the paper

400 Level Rubric: Literature Composition

	18-20	16-17	12-15	0-11	
Accuracy	Writing task consistently uses correct grammatical structures. Sentence structure is varied. Essay is fully comprehensible and easy to read.	Writing task has a few errors in grammatical structures. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.	Writing task has some errors in grammatical structures, however they are regarding simple structures. Sentence structure is generally varied, and essay is generally comprehensible.	Writing task has many errors in grammatical structures. Writing task is often difficult to comprehend because of these errors.	18
Vocabulary	Writing task consistently uses correct, varied vocabulary. There is no use of English. Several idioms are used correctly and student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, however it is less varied. No use of English. A few idioms are usually appropriately used. Student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, but the same words are used repeatedly. No use of English. Sporadic use of idioms although not always correctly. Student has difficulty with circumlocution, paraphrasing, and idioms.	Several errors regarding vocabulary and little variation. Some use of English and/or inappropriate idioms. Student has difficulty with circumlocution and paraphrasing.	15
Format	5	4	3	0-2	4
	Writing task consistently adheres to rules for format, page numbering, citations, footnotes/endnotes, and bibliography/list of works cited.	Writing task deviates in a few areas from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	Writing task often deviates from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	Writing task shows little evidence that student consulted rules for writing of research papers.	
Spelling and Punctuation	9-10	8	7	0-6	10
	Writing task consistently uses correct spelling, capitalization, accentuation, underlining, and punctuation.	Writing task has a few errors in spelling, capitalization, accentuation, underlining, and/or punctuation.	Writing task has a moderate amount of errors in spelling, capitalization, and/or underlining, but none that cause comprehension problems.	Writing task has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation, which make the writing task difficult to comprehend.	

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CN 83
90

400 Level Rubric: Literature Composition

JW

Criteria	Target	ACCEPTABLE		Unacceptable	Comments
		Strong	Weak		
	9-10	8	7	0-6	
Quality of thesis statement	Thesis clearly states the main point of the writing task. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the writing task.	Thesis clearly states the main idea of the writing task. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the writing task.	Thesis does not clearly state the main idea of the writing task AND/OR is not of an appropriate scope for the length of the writing task.	Thesis is too general or obvious.	10
	13-15	11-12	9-10	0-8	
Originality and quality of ideas	Ideas throughout the writing task (from title through conclusion) show evidence of interpretation and synthesis of ideas and critical issues from literary and cultural texts that represent historical and contemporary works. Main ideas interpreted from multiple viewpoints and approaches. The writing task arrives at sound conclusions.	Most of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Most of the conclusions are sound.	Some of the ideas in the writing task show evidence of interpretation of literary texts that represent defining works in the target culture. Important cultural themes, authors, historical styles, and text types are identified. Some of the conclusions are sound.	Very few of the ideas in the writing task show evidence of original, creative, or critical thinking. Few of the conclusions are sound. Student is merely aware of some major literary texts and has read excerpts, abridgements, or reviews of those works and authors.	14
	13-15	11-12	9-10	0-8	
Organization and expression of ideas	All ideas support the thesis statement. Ideas are consistently organized in a logical order.	Most ideas support the thesis statement. Ideas are mostly organized in a logical order.	Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized.	Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order.	14
	9-10	8	7	0-6	
Use of sources	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Writing task provides the target reader with appropriate amount of background and contextual information.	Writing task shows evidence of the students having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT writing task provides in inappropriate amount of background and contextual information.	Writing task shows evidence of students having considered appropriate types and quantities of sources. Writing task is inconsistent in distinguishing between student's ideas and those of others, OR is inconsistent in providing appropriate amounts of background information.	Writing task shows NO evidence of students having considered appropriate types and quantities of sources, OR writing task does not distinguish between student's ideas and those of others, OR writing task gives too much or too little background information.	N/A

400 Level Rubric: Literature Composition

	18-20	16-17	12-15	0-11	
Accuracy	Writing task consistently uses correct grammatical structures. Sentence structure is varied. Essay is fully comprehensible and easy to read.	Writing task has a few errors in grammatical structures. Sentence structures is generally varied, and essay is mostly comprehensible and easy to read.	Writing task has some errors in grammatical structures, however they are regarding simple structures. Sentence structure is generally varied, and essay is generally comprehensible.	Writing task has many errors in grammatical structures. Writing task is often difficult to comprehend because of these errors.	18
Vocabulary	Writing task consistently uses correct, varied vocabulary. There is no use of English. Several idioms are used correctly and student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, however it is less varied. No use of English. A few idioms are usually appropriately used. Student can circumlocute and paraphrase.	Writing task mostly uses correct vocabulary, but the same words are used repeatedly. No use of English. Sporadic use of idioms although not always correctly. Student has difficulty with circumlocution, paraphrasing, and idioms.	Several errors regarding vocabulary and little variation. Some use of English and/or inappropriate idioms. Student has difficulty with circumlocution and paraphrasing.	13
Format	5 Writing task consistently adheres to rules for format, page numbering, citations, footnotes/endnotes, and bibliography/list of works cited.	4 Writing task deviates in a few areas from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	3 Writing task often deviates from rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.	0-2 Writing task shows little evidence that student consulted rules for writing of research papers.	5
Spelling and Punctuation	9-10 Writing task consistently uses correct spelling, capitalization, accentuation, underlining, and punctuation.	8 Writing task has a few errors in spelling, capitalization, accentuation, underlining, and/or punctuation.	7 Writing task has a moderate amount of errors in spelling, capitalization, and/or underlining, but none that cause comprehension problems.	0-6 Writing task has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation, which make the writing task difficult to comprehend.	8

***Rubric adapted from Eileen Glisan, Indiana University of Pennsylvania (with permission)

JW

~~20/10~~

82/90