

NAME: _____

PAPER: 1 2 3

<p>CONTENT (40%)</p> <p>The essay clearly states a thesis, develops it with careful analysis, insight, and originality; and supports and defends the argument substantially and concretely with appropriate reference to and reflection on sources/resources.</p> <p>The essay adequately defines a thesis and supports it sufficiently and consistently; it defends the argument, is accurate, and exhibits familiarity with sources/resources and reflection on them.</p> <p>The essay lacks a clear thesis, may contain inaccuracies, and/or fails to exhibit familiarity with or reflection on the sources/resources.</p> <p>The essay lacks a thesis, contains inaccuracies, and/or does not refer to appropriate sources/resources.</p> <p>The essay is dishonest or bears little or no relation to the assignment.</p>	<p>A A-</p> <p>B+ B B-</p> <p>C+ C C-</p> <p>D+ D D-</p> <p>F</p>
<p>INTERPRETATION (40%)</p> <p>Demonstrates keen understanding of the cultural and historical context of the sources/resources used in the essay and a parallel understanding of the situation to which they are being applied. When appropriate, assesses well other interpretative options, explains interpretive choices made in the essay and exhibits creativity or originality.</p> <p>Demonstrates an adequate understanding of the cultural and historical context of the sources/ resources used in the essay and a parallel understanding of the situation to which they are being applied. When appropriate, makes reference to other interpretive options.</p> <p>Analysis is inadequate or lacking in one of the two aspects above. Does not consider other interpretive options.</p> <p>Analysis is inadequate in both aspects above.</p> <p>Little to no interpretation given.</p>	<p>A A-</p> <p>B+ B B-</p> <p>C+ C C-</p> <p>D+ D D-</p> <p>F</p>
<p>ORGANIZATION (10%)</p> <p>Essay progresses in carefully ordered stages; transitions effective; paragraphs and sentences coherent.</p> <p>Essay's purpose generally clear; transitions usually coherent; paragraphs and sentences usually coherent.</p> <p>Essay's purpose apparent, but incompletely carried out; or paragraphs ineffectively developed; or transitions too abrupt; sentences sometimes incoherent.</p> <p>Purpose not always apparent; paragraphs poorly developed; transitions abrupt or unclear; sentences sometimes incoherent.</p> <p>Purpose not apparent; paragraphs incoherent, or undeveloped; transitions lacking; sentences incoherent.</p>	<p>A A-</p> <p>B+ B B-</p> <p>C+ C C-</p> <p>D+ D D-</p> <p>F</p>
<p>MECHANICS/EXPRESSION (10%)</p> <p>Conforms to standard usage or rarely diverges from it in respect to grammar, punctuation and spelling. Creative and precise word choice.</p> <p>Infrequently diverges from standard usage in respect to grammar, punctuation and spelling. Appropriate word choice.</p> <p>Occasionally diverges from standard usage in respect to grammar, punctuation and spelling. Occasionally inappropriate, vague, or unidiomatic word choice.</p> <p>Fairly frequently diverges from standard usage in grammar, punctuation, and spelling. Inappropriate word choice gets in the way of the reader's understanding.</p> <p>Frequently and seriously diverges from standard usage in grammar, punctuation, and spelling. Inappropriate, vague, or unidiomatic word choice.</p>	<p>A A-</p> <p>B+ B B-</p> <p>C+ C C-</p> <p>D+ D D-</p> <p>F</p>
<p>OVERALL LETTER GRADE FOR THIS PAPER</p>	
<p>ADDITIONAL COMMENTS:</p>	