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|--|--|---|--|--|--|--|--|---|--|---|--|--|--|
| Name   |  |   |  |  |  |  | E_Paper #1: Outline Student Evaluation Chart |   |  |   |  |  |  |
| Description                                      |  |   |  |  |  |  |  |   |  |   |  |  |  |
| Rubric Detail                                    |  |   |  |  |  |  |  |   |  |   |  |  |  |
| <b>Levels of Achievement</b>                     |  |   |  |  |  |  |  |   |  |   |  |  |  |
| <b>Criteria</b>                                  |  | <b>Failure</b>  |  | <b>Poor</b>  |  | <b>Satisfactory</b>  |  | <b>Competent</b>  |  | <b>Proficient</b>   |  | <b>Exceeds Expectations</b>  |  |
| <b>Working Thesis Statement</b>                  |  | <b>0.00 to 59.90 %</b>  |  | <b>60.00 to 72.90 %</b>  |  | <b>73.00 to 79.90 %</b>  |  | <b>80.00 to 89.90 %</b>   |  | <b>90.00 to 96.90 %</b>   |  | <b>97.00 to 100.00 %</b>   |  |
| <b>Weight 30.00%</b>                             |  | Thesis statement is inadequate; it does not contain the claim nor announces the arguments.  |  | Thesis statement is in progress; either claim or arguments are missing.  |  | Thesis statement is somewhat acceptable; either claim or arguments need clarification. |  | Either claim or arguments need some refinement.   |  | Both claim and arguments are clearly stated.  |  | Working thesis is exceptionally well-worded.                               |  |
| <b>Formalism and Visual Elements Terminology</b> |  | <b>0.00 to 59.90 %</b>  |  | <b>60.00 to 72.90 %</b>  |  | <b>73.00 to 79.90 %</b>  |  | <b>80.00 to 89.90 %</b>   |  | <b>90.00 to 96.90 %</b>   |  | <b>97.00 to 100.00 %</b>   |  |
| <b>Weight 30.00%</b>                             |  | Application of Formalism is tenuous. Paper does not suggest any type of analysis. None or few visual elements terms are used correctly. |  | Formalism is insufficiently applied. The sense of authorship is missing; the tone is mostly descriptive rather than analytical. A few basic terms are somewhat used correctly. |  | Formalism is adequately applied. Some terms are used correctly, but some incorrectly.  |  | Formalism is sufficiently applied. The student uses many terms correctly, but few inadequately. |  | Methodology is successfully applied. A strong sense of authorship is present. The student uses many and varied terms correctly. |  | A theoretical framework is exceptionally well applied alongside formalism. |  |
| <b>Sample Body Paragraph Development</b>         |  | <b>0.00 to 59.90 %</b>  |  | <b>60.00 to 72.90 %</b>  |  | <b>73.00 to 79.90 %</b>  |  | <b>80.00 to 89.90 %</b>   |  | <b>90.00 to 96.90 %</b>   |  | <b>97.00 to 100.00 %</b>   |  |
| <b>Weight 15.00%</b>                             |  | Body paragraph is incoherent and is not organized around one main idea.   |  | Body paragraph contains evidence and/or analysis but has more than one main idea.  |  | Body paragraph develops one main idea, but analysis somewhat relates to the evidence.  |  | Body paragraph develops one idea, but either evidence or analysis needs some improvement        |  | Body paragraph clearly develops a single main idea and demonstrates adequate use of evidence.                                   |  | Evidence is exceptionally well integrated into sample paragraph(s).        |  |

| Criteria   | Levels of Achievement   |   |   |  |  |   |
|--|---|---|---|--|--|---|
|  | Failure   | Poor  | Satisfactory  | Competent  | Proficient   | Exceeds Expectations  |
| <b>Essay Outline Structure</b><br><b>Weight 20.00%</b> | <b>0.00 to 59.90 %</b><br>Essay Outline does not map out the essay.   | <b>60.00 to 72.90 %</b><br>A list of body paragraphs' main ideas does not relate to thesis.   | <b>73.00 to 79.90 %</b><br>Body paragraphs' main ideas are not in logical order and somewhat relate to the thesis.  | <b>80.00 to 89.90 %</b><br>Paragraphs are outlined in a logical order and they mostly relate to the thesis.  | <b>90.00 to 96.90 %</b><br>The order of paragraphs is logical; paragraphs' main ideas relate to the thesis.  | <b>97.00 to 100.00 %</b><br>The outline suggests an exceptionally well-organized essay. |
| <b>Grammar and Style</b><br><b>Weight 5.00%</b>        | <b>0.00 to 59.90 %</b><br>Numerous grammatical errors seriously distract from the argument. Lack of ability to distinguish parts of speech. Capitalization, punctuation, and spelling errors are serious; word choice is inadequate. Point of view and tone are unacceptable. | <b>60.00 to 72.90 %</b><br>Sentence structure errors (sentence fragments, comma splice, and/or run-on sentences) are numerous and hinder meaning. Other major grammatical errors (subject-verb agreement, dangling modifiers, and/or verb tense errors) are persistent. Capitalization, italicization, and spelling errors are numerous; word choice is somewhat adequate. Point of view and tone are somewhat appropriate. | <b>73.00 to 79.90 %</b><br>Sentence structure is mostly correct; one or two major grammatical errors (subject-verb agreement, comma splice, and/or faulty parallelism) are persistent. Wordiness is frequent; the essay contains several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice is present; word choice is mostly adequate. | <b>80.00 to 89.90 %</b><br>Sentence structure is mostly correct; few minor or grammatical errors are present. Word choice is mostly adequate. Point of view and tone are inconsistent. | <b>90.00 to 96.90 %</b><br>Sentence structure is correct and varied. There are no errors in grammar, punctuation, and usage. Word choice is thoughtful and concise. Point of view and tone are appropriate and consistent. | <b>97.00 to 100.00 %</b><br>Grammar and style are exceptionally well applied.           |

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