

Student Name:

Student ID:

SECTION#

Semester:

Civilization 1/2 Assessment Rubric: Critical Thinking, Writing, & Discipline-Specific Knowledge						
	Exceeds Expectations 4	Meets Expectations 3	Below Expectations 2	Does Not Meet Expectations 1	Not gradable 0	Score
Thesis (solution / outcome)	Appropriate, well developed, identifiable strong thesis makes a supportable statement, claim, conclusion or hypothesis about the prompt; thesis has a specific focus.	Appropriate and clearly identifiable thesis makes a supportable statement, claim, conclusion or hypothesis about the prompt; thesis may lack development, focus and/or specificity.	Weak thesis fails to make a supportable statement, claim, conclusion or hypothesis about the prompt; thesis may lack clarity in focus, development or support--while still appropriate to the prompt.	Topic sentence instead of thesis.	No discernible thesis.	
Discipline-Specific Knowledge (data)	Accurate supporting sources / examples (4 or more) provide persuasive support for the thesis. Use of support demonstrates a thorough familiarity with relevant history and/or literary source material covered in the course	Accurate supporting evidence/examples (3-4) provide sufficient and specific support for the thesis. Use of support demonstrates an adequate knowledge of relevant history and/or literary source material covered in the course. Some relevant examples may be omitted.	Marginally accurate or few supporting examples/evidence (1-2) offer minimal support for the thesis. Support tends toward generalities not specifics. Support demonstrates only a basic knowledge of relevant history and/or literary source material covered in course. Clearly relevant examples may be omitted	Offers little in the way of accurate supporting examples/evidence--either in number or quality. Examples tend toward generalities and/or inaccuracies suggesting little grasp of relevant history and/or literary source material covered in the course.	No attempt to use appropriate sources covered in the course to support argument.	
Data use & interpretation (ideas, connections, & logical relationships)	Essay demonstrates a thorough grasp of the most important, relevant historical issues and contexts raised by prompt. Essay makes persuasive connections between relevant historical issues/contexts and author's analysis of the prompt.	Essay demonstrates a good grasp of some (but not most) of the important historical issues and contexts raised by prompt. Essay makes reasonable connections between relevant historical issues/contexts and author's analysis of the prompt.	Essay demonstrates partial grasp of at least one historical issue or context raised by prompt; some key issues/contexts may be omitted and/or connections may be untenable.	Essay demonstrates an inadequate grasp of historical issues and/or contexts raised by prompt; most key issues/contexts omitted. Essay makes only vague connections between historical issues/contexts and author's analysis of the prompt.	Essay fails to demonstrate comprehension of historical issues, contexts, and/or connections between them.	
Analysis [of Prompt/Topic, Sources / Support]	Persuasive analysis breaks prompt into its most relevant questions/components with substantive discussion of each part; analysis uses multiple points of view demonstrating a multi-dimensional understanding of the prompt. Description/ summary used only as support, not in place of analysis.	Appropriate but uneven analysis breaks prompt into some of its most relevant questions/components with adequate discussion of each part; analysis uses at least pro/con perspectives demonstrating a bi-dimensional understanding of the prompt. Minimal use of description/ summary in place of analysis.	Appropriate but flawed, uneven, and/or weak analysis. Identifies at least one relevant component in prompt and/or lacks adequate discussion of any parts; may evince a uni-dimensional understanding of prompt. Description/summary often used in place of analysis.	Analysis of prompt is only marginally present and clearly flawed and/or very weak. Inadequate discussion tends toward description/summary and evinces little or no understanding of prompt.	No analysis of prompt; narrative may be unrelated and/or inconsistently stated and/or only marginally connected to prompt.	
Language Use / Communication Ability	Well-written, organized and easily understandable essay conveys its meaning in appropriate and virtually error-free standard English. Adequate and accurate use of appropriate historical and literary terminology.	Understandable, organized essay conveys its meaning in clearly written and appropriate standard English with few usage errors. Appropriate historical and literary terminology may be incomplete or inaccurate.	Understandable essay conveys its meaning with some difficulty caused by weak organization and/or usage errors. Little effort to use appropriate and/or accurate historical and literary terminology.	Errors in language use and/or organization often impede effort to convey meaning. Marginally understandable essay presents significant challenges for the reader. No significant use of appropriate and/or accurate historical and literary terminology.	Weak language use consistently impedes any attempt to convey meaning via significant usage errors and/or lack of organization.	
Total =						