

# Sample Analytic Paper Rubric

1 = Missing or Thoroughly Inadequate    2 = Developing    3 = Meets Expectations  
 4 = Exceeds Expectations     = *missing something optional*

Category	Criteria	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>Note: Italicized criteria are optional or "as needed"</i> </div>	Student Score	Teacher Score
Careful Reading	Student			
	Teacher			
	<input type="checkbox"/> <input type="checkbox"/> <b>Correctly summarizes texts as needed</b> <input type="checkbox"/> <input type="checkbox"/> <b>Highlights/focuses on main ideas of focal texts</b>			
Thesis	<input type="checkbox"/> <input type="checkbox"/> <b>Thesis is clear and well defined:</b> the reader can easily identify and understand the central argument			
	<input type="checkbox"/> <input type="checkbox"/> <b>Thesis makes a contestable claim with which others might disagree</b>			
	<b>Thesis connects to the framing questions by either</b> ( <i>indicate with a check</i> ): <input type="checkbox"/> <input type="checkbox"/> <i>addressing the framing questions directly, using evidence from the text to support the thesis; or</i> <input type="checkbox"/> <input type="checkbox"/> <i>discussing and evaluating the texts themselves with regard to the framing questions</i>			
	<input type="checkbox"/> <input type="checkbox"/> <b>Scope is appropriate given the space allotted:</b> the central argument can be adequately explored in about 1500 words			
Analytic Argument	<input type="checkbox"/> <input type="checkbox"/> <b>Makes an original argument:</b> does not merely summarize others' arguments or positions, but instead does one of the following ( <i>indicate which with a check</i> ): <input type="checkbox"/> <input type="checkbox"/> <i>evaluates relationship(s) among arguments, texts, or authors</i> <input type="checkbox"/> <input type="checkbox"/> <i>evaluates arguments'/texts' structure and formulation</i> <input type="checkbox"/> <input type="checkbox"/> <i>evaluates arguments/texts with respect to their broader context or implications</i>			
	<input type="checkbox"/> <input type="checkbox"/> <b>Is internally cohesive:</b> every part of the paper relates to and advances the central argument			
	<input type="checkbox"/> <input type="checkbox"/> <b>Is complete and coherent:</b> claims are fully developed (not conclusory) and do not raise more questions than they answer			
	<input type="checkbox"/> <input type="checkbox"/> <b>Is honest, when necessary, about student's own background assumptions, driving values, or other presuppositions</b>			

<b>Use of Evidence</b>	<input type="checkbox"/> <input type="checkbox"/> <b>Supports thesis with strong evidence drawn from text(s):</b> specific examples, data, quotations, paraphrases, etc. to back up claims when needed  <input type="checkbox"/> <input type="checkbox"/> <b>Quotations and citations are used to <i>justify</i> claims, not just restate them</b>  <input type="checkbox"/> <input type="checkbox"/> <b><i>Supports thesis with strong evidence drawn from other "texts":</i></b> (written, oral, or visual), interviews, personal experiences, testimonials, etc.		
<b>Synthesis and Application</b>	<input type="checkbox"/> <input type="checkbox"/> <b>Places texts in dialogue with one another,</b> rather than solely treating them sequentially or separately  <input type="checkbox"/> <input type="checkbox"/> <b>Draws useful meaning from the text:</b> explains (possible) implications for one's own thinking and/or actions, and/or for others' actions (e.g. educators, policymakers, researchers, etc.)		
<b>Organization and Clarity</b>	<input type="checkbox"/> <input type="checkbox"/> <b>Argument is structured logically:</b> each paragraph or section builds upon the previous to support the thesis  <input type="checkbox"/> <input type="checkbox"/> <b>Argument is easy to follow</b> thanks to introductory roadmap, clear transitions, topic sentences, indication of intermediate conclusions, and other signals used in academic writing  <input type="checkbox"/> <input type="checkbox"/> <b>Writing is clear and easy to read and understand:</b> sounds like someone talking (although not colloquially) rather than someone pompously or obscurely opining		
<b>Basics</b>	Yes / No First page of paper includes paper title, student's name, date, and framing question(s); no cover page  Yes / No Addresses 3-4 of the assigned texts (likely 2 texts carefully and 1-2 texts more superficially)  Yes / No Stays within the guidelines of the assignment: about 1500 words, double-spaced, 1" margins and standard font  Yes / No Few or no errors in usage, grammar, or mechanics (spelling, punctuation, capitalization, etc.)  Yes / No Citations and bibliography follow a standard format (Chicago, MLA, whatever)  Yes / No Submission is timely: 8 p.m. the night before class to class tab on iSite and via e-mail to all class participants		
<b>OVERALL SCORE (1-4)</b>	This is a holistic score that reflects what you earn above. It is not an exact average, however, since this rubric is quite expansive in its criteria and expectations.		

Comments: