

Sample Analytic Paper Rubric

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

Category	Criteria		Student Score	Teacher Score
	Student	Teacher		
	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>Note: Italicized criteria are optional or "as needed"</i> </div>			
Careful Reading	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
Thesis	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
Analytic Argument	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		

Use of Evidence	<input type="checkbox"/> <input type="checkbox"/> Supports thesis with strong evidence drawn from text(s): specific examples, data, quotations, paraphrases, etc. to back up claims when needed <input type="checkbox"/> <input type="checkbox"/> Quotations and citations are used to <i>justify</i> claims, not just restate them <input type="checkbox"/> <input type="checkbox"/> <i>Supports thesis with strong evidence drawn from other "texts":</i> (written, oral, or visual), interviews, personal experiences, testimonials, etc.		
Synthesis and Application	<input type="checkbox"/> <input type="checkbox"/> Places texts in dialogue with one another, rather than solely treating them sequentially or separately <input type="checkbox"/> <input type="checkbox"/> Draws useful meaning from the text: explains (possible) implications for one's own thinking and/or actions, and/or for others' actions (e.g. educators, policymakers, researchers, etc.)		
Organization and Clarity	<input type="checkbox"/> <input type="checkbox"/> Argument is structured logically: each paragraph or section builds upon the previous to support the thesis <input type="checkbox"/> <input type="checkbox"/> Argument is easy to follow 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"/> Writing is clear and easy to read and understand: sounds like someone talking (although not colloquially) rather than someone pompously or obscurely opining		
Basics	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		
OVERALL SCORE (1-4)	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: