

## Explore Assignment Rubric

HSTR 371 Summer 2023

Category	A-range	B-range	C-range	D or lower
<b>Purpose and argument (thesis)</b>	The argument and central purpose is readily apparent to the reader. The reader knows what you stand for and what you will discuss. The writing is always on track.	The writing has a clear purpose and argument but may sometimes digress from it. It is <i>almost</i> always on track.	The central purpose and argument is not consistently clear throughout the paper. It may change from beginning to end.	The purpose and argument is generally unclear. It is difficult for the reader to tell either what this submission is about or what the purpose is.
<b>Content</b>	Balanced presentation of relevant evidence that clearly supports the argument and shows a thoughtful, in-depth analysis of the topic. Reader gains important insights. Arguments are well supported.	Information provides reasonable support for the argument and displays evidence of a basic analysis of the topic. Reader gains some insights. Generally, the arguments are logical and supported.	Information supports an argument at times. Analysis is basic or general. Reader gains few insights. The arguments may not be supported as well as they could be.	Central argument is not clearly identified. Analysis is vague, too basic, or not evident. Reader is confused or may be misinformed.
<b>Organization</b>	The ideas are arranged logically to support the purpose and argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning and is persuaded.	The ideas are arranged logically to support the central purpose and argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning. The reader is mostly persuaded, but there may be one or two areas where the line of reasoning isn't completely followed.	In general, the writing is arranged logically, although occasionally ideas fail to make sense, especially when linked together. The reader is fairly clear about what writer intends, but there may be some confusion and lines of reasoning which are unclear or not explored.	The writing is not logically organized. Frequently, ideas fail to make sense when linked together. The reader cannot identify a line of reasoning and may lose interest.

<b>Feel and Tone</b>	The writing is compelling. It hooks the reader and sustains interest throughout. The tone is consistently appropriate for an academic paper.	The writing is generally engaging but has some dry spots. In general, it is focused and keeps the reader's attention. The tone for the most part is appropriate for an academic paper.	The writing is dull or may be flat and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest. The tone is not consistently appropriate for an academic paper.	The writing has little personality and is flat. The reader quickly loses interest and stops reading. The tone is not appropriate for an academic paper.
<b>Sentence structure, word choice, grammar, mechanics, citation standards (spelling, punctuation)</b>	The writing is free or almost free of errors. Citations are perfect or only have 1 or 2 minor errors.	There are occasional errors, but they are not a major distraction, or they don't obscure meaning. There may be 1 or 2 errors in citations.	The writing has many errors, and the reader is distracted by them. Proofreading and editing may have been missed. Citation standards are followed but there are several errors suggesting that citation standards need further study.	There are so many errors that meaning is obscured. Citation standards are not followed.
<b>Follows assignment instructions, including primary and secondary source choices</b>	All assignment instructions followed. If any errors, they are minor.	Nearly all assignment instructions followed. There may be 1 or 2 small errors.	Some instructions followed but there are several significant or important errors. An example of this might be missing Figures or an incorrect source choice.	Assignment instructions were not followed or there are major errors in submission that impact the assignment submission, such as source choices.

*Inspired by source: Assessment of Student Learning, Kansas State University*