

Final Project Rubric

	Advanced	Proficient	Developing	Emerging
<p>Claim and Focus* Make a clear claim about the topic early in the paper and focus on proving it.</p>	The paper makes a precise and significant claim based on the topic and/or source(s). The paper maintains a strong focus on defending a directly stated position, using the whole paper to support and develop the claim and counterclaims while thoroughly addressing the demands of the prompt.	The paper makes a clear claim based on the topic and/or source(s). The paper maintains focus on defending an identifiable position, using most of the paper to support and develop the claim and counterclaims while addressing the demands of the prompt.	The paper makes a claim based on the topic and/or source(s), but it may not fully address the demands of the prompt. Counterclaims may not be acknowledged, and the paper may not stay focused on the purpose and task.	The paper makes an overly simplistic or vague claim, or a position on the topic and/or source(s) may not be stated. Counterclaims are not acknowledged, and the paper does not address the purpose, task, or demands of the prompt.
<p>Analysis and Evidence Choose the right evidence and explain how it supports the claim and analysis.</p>	The paper cites the most appropriate and valid evidence to support its claim, drawing information substantively from multiple sources to defend its position and effectively refute counterclaims. The paper demonstrates insightful reasoning and careful understanding of the sources, acknowledging inconsistencies or weaknesses in evidence, and fully explains the relationship between claims and support.	The paper cites sufficient and appropriate evidence to support its claim, drawing information from multiple sources to defend its position and refute counterclaims. The paper demonstrates reasoning and understanding of the sources, potentially acknowledging inconsistencies or weaknesses in evidence, and adequately explains the relationship between claims and support.	The paper cites evidence to support its claim, but it may be insufficient or draw unevenly from available sources. Support may be inadequate in defense of the position and refutation of the counterclaim or rely too heavily on summary. The paper demonstrates some reasoning and/or understanding of the sources, though explanations of the relationship between claims and support are not always clear.	The paper cites minimal or irrelevant evidence to support its claim. Support may rely primarily on opinion, reasoning, or summary of the source(s) without clear cited evidence. The paper demonstrates little to no reasoning and/or understanding of the sources. An explanation of the relationship between claims and support is not present.
<p>Organization Present ideas in a structure that enhances the analysis. Use transitions throughout the paper to make connections clear.</p>	The paper incorporates precise transitions within a sophisticated organizational structure that enhances the relationships between and among ideas and promotes cohesion and clarity. A well-executed, logical progression of ideas is clearly constructed, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The paper employs an organizational structure that shows the relationships between and among ideas, yielding a cohesive analysis. Clear transitions support a logical progression of ideas, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The paper uses a simplistic organizational structure, though relationships between ideas may not be consistently clear. Use of transitions is sparse, repetitive, and/or does not show the connections among sections of the text. A progression of ideas is evident, however, the introduction and/or conclusion may not be fully developed or follow from and support the claim and/or analysis.	An organizational structure is not evident, and relationships between ideas are not consistently clear. The paper may read as a series of unrelated ideas, as the absence of transitions makes it difficult to see connections among sections of the text. An introduction and/or conclusion is missing from the paper.

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<p>Language and Style</p> <p>Use specific, interesting language and clear sentence structure to communicate ideas.</p>	<p>The paper has an established, formal style and objective tone that is maintained throughout. The paper uses varied sentence structure, precise language, and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.</p>	<p>The paper has an established, formal style that is maintained throughout. The paper uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in a way that generally addresses the complexity of the topic. The paper may have some errors, but they do not interfere with meaning.</p>	<p>The paper attempts to establish a formal style that may not be maintained throughout. The paper attempts to vary sentence structure and uses some precise language that may be domain-specific at times but may address the complexity of the topic inconsistently. The paper contains some errors that may interfere with meaning.</p>	<p>The paper does not establish and/or maintain a formal style. The paper uses little variety in sentence structure, and the language is general and not domain-specific.</p> <p>The paper contains errors that interfere with meaning.</p>
<p>Applying Class Concepts†</p> <p>Choose and accurately apply the relevant WHP concepts in a way that shows understanding, and further supports the argument and evidence presented in the paper.</p>	<p>The paper applies at least two course-level concepts and/or unit-level concepts or content. The concepts or content are connected to the argument or evidence in the paper, and misconceptions are avoided. There are no errors in applying concepts or content, and the paper demonstrates a clear understanding of the topic and the concepts. The paper might include information about the overall time period discussed in the paper and might make use of broader historical content than is located in the course.</p>	<p>The paper applies one course-level concept and/or unit-level concept or content. The concept or content is connected to the argument or evidence in the paper, and misconceptions are avoided. There are no errors in applying concepts or content to illustrate or support concepts and claims, or to inform the paper.</p>	<p>The paper tries to apply at least one course-level and/or unit-level concept or content, but does not fully articulate the concept's meaning or connection to the argument and/or evidence. It does avoid explicit misconceptions of the concept but may make an occasional minor error in applying facts or concepts to illustrate or support concepts and claims, or to inform the paper.</p>	<p>The paper incorrectly or inappropriately mentions at least one course-level concept and/or unit-level concept or content, and it may include misconceptions of that concept. The paper may make many minor errors or a major error in applying facts or concepts.</p>

*Turnitin, LLC, created the first four rows of this rubric for use with their Revision Assistant and Turnitin tools.