ACDA-MN State Honor Choir Audition Rubric

Major Scale:

	Unsatisfactory: 1-2	Developing: 3-4	Proficient: 5-6	Distinguished: 7-8	Exceptional: 9-10
Tone	Tone is often **not focused, clear, or centered**, regardless of range. Tone **does not blend well** with others.	Tone is often focused, clear, and centered, but **often the tone is uncontrolled** in the normal singing range. Extremes in range are usually uncontrolled. Tone **probably will not blend well** with others. **Frequently the tone quality detracts** from the overall performance.	Tone is **more often focused, clear, and centered**. Extremes in range are **sometimes uncontrolled**. Tone will **probably blend well** with others. **Occasionally the tone quality will detract** from the overall performance.	Tone is **focused, clear, and centered** through the normal singing range. **Extremes in range** sometimes cause tone to be **less controlled**. Tone quality **typically does not detract** from the performance. Tone **blends well** with others.	Tone is **consistently focused, clear, and centered** throughout the range of the voice. Tone **will blend well** with others.
Accuracy	**Very few accurate** or secure rhythms, limited sense of pulse.	More frequent errors. Notes, rhythms and pulse may be **inconsistent**.	Occasional errors. Notes, rhythms and pulse are **occasionally inaccurate**.	**Infrequent errors**. Most notes, rhythms and intervals are sung accurately. Pulse is mostly consistent and appropriate.	Notes, rhythms and intervals are sung accurately. Pulse is **consistent and appropriate throughout**.
Intonation	**Very few accurate** or secure pitches.	Some accurate pitches, but there are **frequent and/or repeated errors or scooping.**	More accurate pitches, but still **a few errors or scooping.**	**An occasional isolated error**, but most of the time pitch is accurate and secure.	Sings on pitch consistently. Pitch is **accurate and secure**.
Musicality	**Very unmusical performance**. No use of phrasing. Breaths were taken at awkward places. Tempo was too fast or too slow.	**Somewhat musical performance**. Tempo was a bit awkward. Breaths were occasionally taken at inappropriate places.	**Fairly musical performance**. A bit hesitant, but still performed with appropriate dynamics.	**Generally high quality musical performance**. Phrasing was somewhat present. Breaths did not detract from the performance. Tempo was appropriate.	**Very musical performance**. The scale was performed with good phrasing and dynamics.

Total: _____ /40

Song:

	Unsatisfactory: 1-2	Developing: 3-4	Proficient: 5-6	Distinguished: 7-8	Exceptional: 9-10
Tone	Tone is often **not focused, clear, or centered**, regardless of range. Tone **does not blend well** with others.	Tone is often focused, clear, and centered, but **often the tone is uncontrolled** in the normal singing range. Extremes in range are usually uncontrolled. Tone **probably will not blend well** with others. **Frequently the tone quality detracts** from the overall performance.	Tone is **more often focused, clear, and centered**. Extremes in range are **sometimes uncontrolled**. Tone will **probably blend well** with others. **Occasionally the tone quality will detract** from the overall performance.	Tone is **focused, clear, and centered** through the normal singing range. **Extremes in range** sometimes cause tone to be **less controlled**. Tone quality **typically does not detract** from the performance. Tone **blends well** with others.	Tone is **consistently focused, clear, and centered** throughout the range of the voice. Tone **will blend well** with others.
Accuracy	**Very few accurate** or secure rhythms, limited sense of pulse.	More frequent errors. Notes, rhythms and pulse may be **inconsistent**.	Occasional errors. Notes, rhythms and pulse are **occasionally inaccurate**.	**Infrequent errors**. Most notes, rhythms and intervals are sung accurately. Pulse is mostly consistent and appropriate.	Notes, rhythms and intervals are sung accurately. Pulse is **consistent and appropriate throughout**.
Intonation	**Very few accurate** or secure pitches.	Some accurate pitches, but there are **frequent and/or repeated errors or scooping**.	More accurate pitches, but still **a few errors or scooping**.	**An occasional isolated error**, but most of the time pitch is accurate and secure.	Sings on pitch consistently. Pitch is **accurate and secure**.
Musicality	**Very unmusical performance**. No use of phrasing. Breaths were taken at awkward places. Tempo was too fast or too slow.	**Somewhat musical performance**. Tempo was a bit awkward. Breaths were occasionally taken at inappropriate places.	**Fairly musical performance**. A bit hesitant, but still performed with appropriate dynamics.	**Generally high quality musical performance**. Phrasing was somewhat present. Breaths did not detract from the performance. Tempo was appropriate.	**Very musical performance**. The scale was performed with good phrasing and dynamics.
Diction	Very awkward diction. Words came across as **mumbled or slurred**.	Words were **generally understandable**, but sung in an **awkward** manner. **Vowel shape was not appropriate.**	Fairly good diction. **Occasionally** words were pronounced with **awkward consonants or vowel shapes**. **Diction frequently detracted** from performance.	Generally high quality diction. **Most words were pronounced clearly**, with some consonants or vowels performed inappropriately. **Diction typically does not detract** from performance.	Very beautiful diction. **All words pronounced clearly**, and vowels were always shaped appropriately.

Total: _____/50

Aufsatz 1 Rubrik

	Exceeds expectations 20-18 points	Meets expectations 17.5-16 points	Meets some expectations 15-14 points	Does not meet expectations 13 points or less
Task Completion (Did you address all the points of the assignment? Or more?)	Superior completion of the task, Student answered all components of the task and responds with elaboration	Completion of the task, responses are appropriate and adequately developed	Partial completion of the task, responses mostly appropriate yet undeveloped	Minimal attempt to complete the task and/or responses frequently inappropriate and/or not related to the task
Comprehensibility/ Fluency (Can I understand what you are writing and is there a logical structure?)	Essay readily comprehensible, no additional interpretation necessary, structure of essay is logical	Essay comprehensible, requiring minimal interpretation, structure of essay is mostly logical	Essay mostly comprehensible, but still requiring interpretation, structure of essay is interfering with comprehension	Essay barely comprehensible, there is hardly any or no structure to the essay
Impact (Did you write an interesting essay? Did you vary the sentence structure?)	Interesting essay and gets the readers attention, varied sentence structure	Interesting essay, sentence structure sometimes varied	Mostly interesting essay, but lack of varied sentence structure	Monotone essay due to same sentence structure
Grammar/ Mechanics (Is your grammar correct and appropriate for your level? Is your punctuation/spelling correct?)	Grammar is correct and appropriate for level (word order, tenses, dependent clauses, questions, 10 comments or less, correct use of punctuation and spelling)	Grammar is mostly correct, but sometimes below the expected level Between 10 and 30 comments, mostly correct punctuation and spelling	Many grammatical errors and mostly below the expected level Between 30 and 50 comments, mostly incorrect punctuation and spelling	Frequent grammatical errors and grammar level is below the expected, More than 50 comments, missing punctuation and frequent spelling errors
Vocabulary/ Risk Taking (Did you use rich and appropriate vocabulary?)	Use of vocabulary above language level and attempts to use words from outside the classroom, uses new vocabulary	Adequate and accurate use of vocabulary for language level, attempts to use new vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary for language level, some attempts to use new vocabulary	Inadequate and/or inaccurate use of vocabulary for language level, no new vocabulary is used

Biology Scoring Sheet for Writing Assessment
(8/23/07)

1. **Demonstrates understanding of scientific writing:**

   - abstract summarizes key points and sections
   - each section has content appropriate to the section
   - discussion section synthesizes results with literature
   - understands what needs to be cited
   - graphics integrated into and integral to the paper
   - shows evidence of analytical thinking

More than satisfactory	Satisfactory	Unsatisfactory	Unacceptable

2. **Content, comprehension, and development of ideas:**

   - follows assignment
   - has sufficient data and/or information
   - evidence of original work
   - paraphrases correctly and accurately
   - conclusion captures main points
   - has a title that fits paper
   - has appropriate and challenging content
   - defines technical terms, used appropriately, not gratuitously
   - stays on topic

More than satisfactory	Satisfactory	Unsatisfactory	Unacceptable

3. **Structure and organization**

   - clearly organized
   - flows (has topic sentences, repetition of key words, other transitions)
   - shows an understanding of paragraphs
   - introduction sets up paper and points follow in order
   - topic sentences focus paragraphs

More than satisfactory	Satisfactory	Unsatisfactory	Unacceptable

4. **Documenting and Citing**

   - has adequate citing
   - sources are introduced appropriately
   - follows appropriate documentation style
   - paraphrases without excessive quoting
   - citations match references

More than satisfactory	Satisfactory	Unsatisfactory	Unacceptable

5. **Mechanics (any paper that receives an "unacceptable" in this section must receive an overall score of unsatisfactory)**

   - correct labeling and referencing of tables and graphs
   - correct tenses
   - punctuation, esp. comma use
   - correct sentence structure and syntax
   - correct word choice
   - subject/verb agreement (e.g., data are)
   - correct use of italics
   - concise language appropriate to science

More than satisfactory	Satisfactory	Unsatisfactory	Unacceptable

Overall Score (any paper that receives an "unacceptable" on one or more items must be assessed as unsatisfactory overall.)

More than satisfactory	Satisfactory	Unsatisfactory

DIMENSIONS	EXEMPLARY (A)	COMPETENT (B or C)	NEEDS WORK (D or F)
Definitions of Terms	Definitions are succinct, accurate, and combine your own words with judicious quoting from the text (with citation)	Definitions are accurate and either are in your own words or taken from the text (with citation)	Definitions are inaccurate, taken from the text without citation, or absent
Examples of Terms	Illustrations are interesting, vivid, concrete, detailed, specific, and appropriate	Illustrations are appropriate but overly general or lacking detail	Illustrations are inappropriate, taken from the text, insufficiently developed, or absent
Explanation/Analysis	Explanations explicitly link concepts and illustrations in a thoughtful and insightful manner	Explanations explicitly link concepts and illustrations	Explanations fail to explicitly link concepts and illustrations or are absent
Organization, Attention to Detail, and Style	Paper is organized as suggested in the assignment, covers each question asked, has coherent paragraphs, good grammar, diction, and style, AND has been proofread for punctuation and spelling	Paper is not organized as suggested, or fails to cover each question, or is less carefully composed, or has some errors in punctuation and spelling	Paper has two or more of the problems elaborated in the "competent" column (to the left of this one)
Overall Thoughtfulness, including Conclusion	The paper shows a serious effort on the student's part to engage with the course materials and reflect upon their meaning for the student's own	The paper shows some effort on the student's part to engage with the course materials and reflect upon their meaning for the student's own	The paper shows little or no effort on the student's part to engage with the course materials and reflect upon their meaning for the student's own

	life	life	life
Completeness of References	All paraphrases are cited, all quotations are cited with page numbers, and all cited materials appear in the references section	A few citations, page numbers, or references are missing	More than a few citations, page numbers, or references are missing

CSCI 150 Project 1

http://mark.goadrich.com/courses/csci150f14/projects/project1.html

Summary

Write a program that brings in a date using DD-MM-YYYY format, and prints out the day of the week in the following format.

Input: 26-09-2014
Output: The 26th of September, 2014 takes place on a Friday.

What Dates To Test

26-09-2014
29-02-1996
01-03-1996
28-02-1995
01-03-1995
28-02-1900
01-03-1900
28-02-2000
01-03-2000
13-04-2010
12-04-2013

Errors and Penalties

-2 Does not follow Style Guide
-5 Little or No Comments
-5 Incorrect Input Specifications
-5 Incorrect Leap Year Calc
-5 Incorrect Output
-5 Errors in Math
-7 missing st, nd, rd, th
-2 incorrect st, nd, rd, th with 13rd
-10 For each large error in the code. (does not compile, runtime errors, etc)

Grading Criteria: Analytic Essays

	PROJECT/ THESIS (25%)	WORK WITH ASSIGNED TEXTS (30%)	ORGANIZATION (30%)	PRESENTATION (15%)
F	▪ No project or thesis in evidence ▪ Project buried in summary ▪ No relation between texts & project/position	▪ Poor reading comprehension/ misinterpretation ▪ Lacks meaningful connection between texts or with student's own position ▪ Privileges student's ideas ▪ Weak use of textual evidence ▪ Over-generalizes about the text	▪ Little coherence from paragraph to paragraph ▪ Lacks organizational structure ▪ Weak use of paragraphs, with few or no clear topic sentences	▪ Sentence-level (SL) errors impede meaning ▪ Patterns of error ▪ Failure to proofread ▪ Serious errors in citation conventions
D	▪ Project or thesis is emerging at end of paper ▪ Takes clear position at least once ▪ Project may be vague or general	▪ Works with more than one source ▪ A majority of the textual work is through summary ▪ Vague sense that student's voice is contributing to the conversation ▪ Adequate reading comprehension and use of textual evidence	▪ Some coherent relationships between paragraphs ▪ Paragraphs may exhibit "emerging topic sentences"	▪ SL errors do not significantly impede meaning ▪ Some mechanical, citation, and/or formatting errors
C	▪ Has a project or thesis, but not clearly articulated from outset ▪ Moves toward independent project or position, showing an emerging coherence of ideas	▪ Moments of solid work with texts and use of adequate textual evidence ▪ Engages with more complicated ideas in readings ▪ Connective thinking (between texts, as well as between texts and author's ideas) may be implicit	▪ Has relationships between paragraphs ▪ Transitions and topic sentences begin to emerge ▪ Has some coherence but lacks meaningful structure found in B-range papers	▪ SL errors under control ▪ Some mechanical, citation, and/or formatting errors
B	▪ Thesis articulated from the outset ▪ Advances independent ideas ▪ Thesis more coherent than C-level ▪ Thesis may be somewhat limited or developed in a repetitive way	▪ Takes some interpretive risks with texts ▪ Works with a variety of textual evidence ▪ Use of text is in service of project and to provide support for it	▪ Reasonable coherence in presentation ▪ Controlled development of project ▪ Smoother transitions and topic sentences than C-range ▪ Sustained meaningful structure	▪ Minimal errors ▪ Minimal or no mechanical, citation, or formatting errors
B+	▪ Independent thinking consistently developed ▪ Engages more complexly in readings ▪ Begins to grasp the complexity of own position or develops secondary emerging thesis	▪ Uses textual evidence with confidence and authority ▪ Student's ideas in control throughout paper ▪ Textual evidence used well to both support and complicate the thesis	▪ Generally well organized ▪ May develop a secondary emerging thesis which complicates the original argument	▪ Minimal or no errors
A	▪ Project or thesis clear from start ▪ Independent ideas developed and presented throughout ▪ Thoughtful interpretive approach	▪ Student-centered connective thinking ▪ Thesis cuts across readings in unanticipated ways or finds a larger context for the conversation	▪ Clear, fluid, logical ▪ Strong use of topic/ transition sentences and other guideposts for the reader	▪ Minimal or no errors ▪ Likely to exhibit eloquence or an elegant writing style

Name:
Group #:

ANTH/ASIA 202 – Cultures of Southeast Asia
Fall 2014 – Group Project Grading Rubric

Group Project description (from the syllabus):   The class will be divided into groups of 3-4 students. Beginning Week 3, each group will introduce (or choose a group delegate to introduce) several discussion questions based on the readings, films, and other course materials and subsequently *teach us* for a designated portion of the lecture. This will require outside research, including but not limited to seeking out relevant media materials. It also requires coordination either virtually or in-person within each group.   Each group is required to meet with me *prior* to their designated facilitation to discuss content (either in office hours or by appointment). Further details will be discussed on the first day of class. You will grade each other/your own group (based on a provided rubric) for this 200 point assignment – 20% of your total course grade.

Please fill out a rubric for each of the members in your group. Grades will be based on the average score you receive. **NOTE: I have final discretion on the grade should I need to use it.**

Grading Scale: 36-40 = A
                          32-35 = B
                          28-31 = C
                          24-27 = D
                          23 and below = F

NAME (of group member):

Please rate this group member's performance of the following with a 0-40 grading scale:

Actively and enthusiastically participated in any group communications/discussions and planning for the presentation: _____

Demonstrated an engaged understanding of course material(s) for your respective presentation periods (e.g. the group member understands who the *Tele-Dai* is and why this figure is important to Indonesian modernity): _____

Contributed original ideas, insight, and creative effort toward the presentation: _____

Performed tangible portions of the actual presentation (e.g. served as a delegate/speaker or prepared a power point): _____

Overall group presentation(s) (e.g. did the class understand, respond to, and engage with your presentation and/or questions?): _____

English A1 HL World Literature Assignment Assessment Chart

A: Selection of the Aspect and its Treatment	B Knowledge and Understanding of Work(s)	C: Presentation	D: Language
The achievement level for this criterion is determined primarily by the treatment of ideas, not the selection of the aspect. *How well has the candidate defined the aspect chosen?* *How appropriate is the aspect chosen to the assignment?* *How well has the aspect chosen been explored in relation to the assignment?* *To what extent has the candidate expressed a relevant personal response?*	*How well does the candidate know the work(s) studied?* *How much understanding has the candidate shown of the work(s) studied in relation to the assignment?* *To what extent does the candidate appreciate the cultural setting relevant to the assignment, where appropriate?*	*Levels 3-5 are awarded only to candidates who have remained within the prescribed word-limit.* *How effectively has the candidate presented the assignment?* *How precise and relevant are the candidate's references?* *How detailed and meaningful is the statement of intent provided, where appropriate?* *Has the candidate remained within the prescribed word-limit?*	*How clear is the candidate's written expression?* *How well has the candidate observed the conventions of written work? (The conventions of written work relate to elements such as paragraphing, grammar, spelling, citation of references.)* *How appropriate is the register selected by the candidate for the particular assignment? (Register refers, in this context, to the candidate's sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task.)*
0 The candidate has not reached level 1.	**0** The candidate has not reached level 1.	**0** The candidate has not reached level 1.	**0** The candidate has not reached level 1.
1 Little attempt to define the aspect chosen; the treatment of ideas is generally inappropriate to the assignment (the aspect chosen is generally not appropriate to the assignment - the aspect chosen has little focus - the treatment of ideas is generally not relevant to the aspect chosen or the assignment consists mainly of paraphrase.)	**1 Little understanding of the work(s) studied** (knowledge but little understanding of the aspects of the work(s) most relevant to the Assignment - a few links between works, where appropriate - little appreciation of the cultural setting relevant to the assignment, where appropriate.)	**1 The formal structure and/or development of ideas are generally not effective** (little evidence of a structure to the assignment selected - a few references to the work(s), but they are generally not pertinent to the assignment - where appropriate, the statement of intent provides few details about the aims of the assignment.)	**1 Little use of appropriate language** (generally inappropriate register for the assignment selected - frequent lapses in the conventions of written work.)
2 Attempt to define the aspect chosen; the treatment of ideas is to some extent Appropriate (the aspect chosen is to some extent appropriate to the assignment - the aspect chosen has focus, but it is too wide - the treatment of ideas is sometimes not relevant to the aspect chosen or - the assignment consists in part of paraphrase.)	**2 Some understanding of the work(s) studied** (knowledge and some understanding of the aspects of the work(s) most relevant to the Assignment - a link between the works, where appropriate - some appreciation of the cultural setting relevant to the assignment, where appropriate.)	**2 The formal structure and/or development of ideas are to some extent effective** (evidence of a structure to the assignment - references are occasionally to the point - where appropriate, the statement of intent includes a few details about the aims of the assignment.)	**2 Some use of appropriate language** (generally appropriate register for the assignment selected - some lapses in the conventions of written work - some consistency or clarity of expression.)
3 The aspect is defined and followed by a generally appropriate treatment of ideas (the aspect chosen is appropriate to the assignment - the aspect chosen has a specific and generally relevant focus - the treatment of ideas is relevant to the aspect chosen, and includes a personal response to the work(s).)	**3 Adequate understanding of the work(s) studied** (knowledge and satisfactory understanding of the aspects of the work(s) most relevant to the assignment - meaningful linking of works, where appropriate - appreciation of the cultural setting relevant to the assignment, where appropriate**.)**	**3 The formal structure and/or development of ideas are effective** (adequate structure to the assignment - references are generally to the point - where appropriate, the presentation of aims in the statement of intent is generally clear and includes some details - the candidate has remained within the prescribed word-limit.)	**3 Adequate use of appropriate language** (appropriate register for the assignment selected - the conventions of written work are generally followed - consistency and some clarity of expression.)
4 Clearly defined aspect followed by an appropriate treatment of ideas (the aspect chosen is appropriate to the assignment - the aspect chosen has a specific and relevant focus - the ideas show independence of thought and their treatment is relevant to the aspect chosen.)	**4 Good understanding of the work(s) studied** (detailed knowledge of, and good insight into, the aspects of the work(s) most relevant to the assignment - clear and meaningful linking of works, where appropriate - good appreciation of the cultural setting relevant to the assignment, where appropriate.)	**4 The formal structure and/or development of ideas are very effective** (clear and logical structure to the assignment - precise and pertinent references to the works - where appropriate, the statement of intent is clear, detailed and relevant - the candidate has remained within the prescribed word-limit.)	**4 Good use of appropriate language** (the register is effective and appropriate for the assignment selected - the conventions of written work are closely followed - clarity, consistency and general fluency of expression.)
5 Clearly defined aspect followed by a highly appropriate treatment of ideas (the aspect chosen is highly appropriate to the assignment - the aspect chosen has a specific and relevant focus - the ideas show independence of thought and their treatment is highly relevant to the aspect chosen.)	**5 Excellent understanding of the work(s) studied** (in-depth knowledge of, and very good insight into, the aspects of the work(s) most relevant to the assignment - meaningful and perceptive linking of works, where appropriate - excellent appreciation of the cultural setting relevant to the assignment, where appropriate.)	**5 The formal structure and/or development of ideas are highly effective** (purposeful and effective structure to the assignment - precise and highly pertinent references to the works - where appropriate, the statement of intent is clear, detailed and highly relevant - the candidate has remained within the prescribed word-limit.)	**5 Excellent use of appropriate language** (the register is highly effective and appropriate for the assignment selected - careful attention is given to the conventions of written work - clarity, consistency and fluency of style.)

Grading Rubric for Capstone Paper

	Unacceptable (below standards)	Acceptable (meets standards)	Good (occasionally exceeds)	Excellent (exceeds standards)	Score
Introduction	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement. Literature selected is not relevant or is vague or incomplete – components are missing, inaccurate, or unclear. Few sources supporting topic/thesis. Sources insignificant or unsubstantiated. (1-5 pts)	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General thesis statement. Literature is mostly relevant, some unclear components. Sources generally acceptable but not peer-reviewed research (evidence) based. (6-10 pts)	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement. Literature is relevant and accurate. Sources well selected to support thesis or key question(s). (11-15 pts)	Strong introduction of topic's key question(s). Clearly delineates subtopics to be reviewed. Specific thesis statement. Literature selected is highly relevant, presented accurately and completely. Strong peer-reviewed research based support for thesis or key question(s). (16-20 pts)	20 pts
Methods	Lacking specific aims, methods are not specific or incomplete. (1-4 pts)	Specific aims are present but not clearly stated. Methods are described but missing pertinent information or methods do not match topic/key question(s). (5-8 pts)	Specific aims are present and clearly delineated. Methods are described and aligned with topic/key question(s). (9-12 pts)	Specific aims are clearly delineated and written correctly. Methods are clearly described and appropriate for topic/key question(s). (13-16 pts)	16 pts
Results	Lacking any mention of results, statistical or otherwise. (1-4 pts)	Results are presented but missing pertinent information. Results do not match topic/key question(s). (5-8 pts)	Results are presented and aligned with topic/key question(s). May include graphics (table, graph, picture) that are not well presented or described. (9-12 pts)	Results are clearly presented and aligned with topic/key questions(s). Appropriate graphics are well presented and described. (13-16 pts)	16 pts
Discussion	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic. (1-5 pts)	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic. (6-10 pts)	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic. (11-15 pts)	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic. (16-20 pts)	20 pts

Format/Grammar	Paper is poorly organized and difficult to read, does not flow logically, many transitions are unclear or nonexistent. Grammatical errors or spelling and punctuation substantially detract from paper. Word choice is informal in tone and writing is choppy. Writing lacks clarity and conciseness. (1-3 pts)	Most material is clearly related to topic/key question(s) but may not be well organized. Very few grammatical, spelling, or punctuation errors interfere with ready the paper. Word choice occasionally informal in tone. Writing has a few awkward or unclear transitions. (4-6 pts)	Paper is generally well organized and easy to follow. All material clearly related to topic/key question(s), paper is logically organized with clear transitions. Writing is mostly clear but may lack conciseness. Grammatical errors or spelling and punctuation are rare and do not detract from paper. (7-9 pts)	Paper is coherently organized and easy to follow. All material clearly related to topic/key question(s) and integration of material is clear. Strong transitions. Writing is clear and concise. Paper is free of grammatical, spelling, and punctuation errors. (10-12 pts)	12 pts
References and Citations	Reference and citation errors detract significantly from paper or there was no attempt to cite evidence (plagiarism). (1-3 pts)	Some evidence (literature) is unreferenced or inaccurately referenced. Problems with completeness and format of citations. (4-6 pts)	All evidence is cited in text and on reference page but there are some minor problems with completeness or format or some citations. (7-9 pts)	All evidence is properly cited in text and on reference page. (10-12 pts)	12 pts

_____ Title page (1 pt)   _____ Defined abbreviations/acronyms (1 pt)

_____ Abstract page (1 pt)   _____ Length of paper 10-15 pages (1 pt)

Total Paper Score: _____ / 100 pts

<div align="center">

Mathematics Essay Evaluation

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The essay assignment is to select a reading option from the list in the course syllabus, read the material, and then write an essay describing your reactions to and your analysis of the material you read.

The essay will be graded according to the following assessment criteria: Effectiveness in Style, Conventional Correctness, and Reflection and Integration. Comments will appear within the text of your paper where appropriate. Three items will appear at the end of your paper. There will be a note or list summarizing the most positive and negative remarks about your paper. There will be a small chart listing the three major assessment criteria. Beside each criterion will appear one of five arrows, which indicated my evaluation of that particular aspect of the paper. The arrows range from ↑ for excellent to ↓ for seriously flawed with divisions of ↗,→ and ↘ between. Finally there will be a numerical grade for the paper. Please come and talk to me about any questions you have about any of my comments, assessments, or grade.

Effectiveness in Style

↑ The paper is neatly presented and legible. The sentences and paragraphs are well formed and readable, with appropriate lengths, patterns and emphasis. The subjects and verbs are effectively placed. Sentence structure reflects logic and sense.

↗ → ↘

↓ The paper is difficult to follow. Most sentences seem to be choppy, incomplete, rambling or awkward; they need work. The paragraph structure is weak and transitions are awkward. The words are not well chosen.

Conventional Correctness

↑ The paper has no (or very few) errors in spelling, punctuation, capitalization or grammar, and no serious grammatical errors. If errors are present, they tend to be so few and minor the reader can skim right over them unless specifically searching for them. The paper also meets, or exceeds, the minimum three-page length requirement.

↗ → ↘

↓ The paper has errors in spelling, punctuation, usage and grammar, capitalization and/or paragraphing which repeatedly distract the reader and make the text difficult to read. The paper is significantly shorter than three full pages in length.

Reflection and Integration

↑ The paper makes thoughtful links between the reading material and the student's own life and values. The paper uses the reading material as a vehicle exploring the student's own life and values. The paper recognizes the complexity of the ideas within the reading material.

↗ → ↘

↓ The paper merely summarizes the reading material or it merely reflects on the student's own life and values.

Name: _____

Topic: _____

	Exceeds expectations 20-18	Meets expectations 17.5-16	Meets some expectations 15.5-14	Meets few expectations 13.5 or less
Task Completion (Did I adequately cover the points of my topic? Or more?)	All aspects of the task are understood and fulfilled; elaboration beyond expectations.	Most aspects of the task are understood and correctly answered/fulfilled.	Task was partially understood and/or answered.	Unable to complete task because of lack of understanding and/or minimal fulfillment. Few aspects of the task are addressed.
Comprehensibility/ Pronunciation/ (Are my responses comprehensible and clear? Do I correct my mistakes?)	You are easily understood, no forced interpretation needed. Your pronunciation sounds natural with few natural pauses.	You are generally understood with very little forced interpretation. Very few unnatural pauses. Responses are usually comprehensible with good pronunciation.	Some additional interpretation is necessary. Your speech is sometimes hesitant with some pauses. Pronunciation sometimes impedes comprehension.	Your responses often require forced interpretation; many unnatural pauses/ hesitation/ incomplete thoughts; pronunciation often impedes comprehensibility
Communication skills/ Organization/ Fluency (Am I able to get my point across? Do I speak fluently and use self-correction when needed?)	You are able to start, continue and/or redirect your speech with a high degree of fluency. You speak without stumbling; and use creative reformulation and self-correction where needed.	You speak with a good degree of fluency and you attempt to keep the flow of language continuous. There is little hesitation in your communication, and when confused, you find a way out without using English. Generally well-structured ideas in questions and answers.	Your speech sometimes stops and you don't always know how to express yourself in German. Some jumping back and forth in ideas. Some pauses without communication; ideas not always well organized.	Your thoughts are often incomplete and you have trouble keeping the flow of language going. No reformulation or clarification. Repeated use of English.
Vocabulary (Is my vocabulary appropriate for my language level? Do I use any English?)	You apply a wide variety of theme-related vocabulary with minimal errors. Excellent ability to create with language; no use of English.	Your vocabulary is adequate and mostly accurate, with little repetition. Good ability to create with language, no use of English.	Your vocabulary is usually accurate. You mostly use memorized words, with some repetition and/ or English or "Denglish" due to lack of words in German.	Your vocabulary on the topic is rather limited and you repeat a lot. It is mostly memorized and often inaccurate. You are frequently using English.
Grammar (Do I use the grammar accurately? Is my grammar interfering with communication?)	You make very few mistakes when applying the grammatical structures learned in class (word order, verb conjugation, tenses, cases, pronouns, prepositions, negation, etc). Your mistakes do not impede with communication.	You make some mistakes in applying the grammatical structures learned in class but show a good ability to create with language. Your mistakes do not impede communication.	You make frequent mistakes when applying the grammatical structures learned in class, and comprehension is sometimes impeded because of the mistakes.	Your frequent errors lead to communication breakdown. You have trouble applying the grammatical structures. Very limited ability to create with language and awareness of grammar.

SOCI 365 Picturing Society: Readings in Social Thought
Summary/Application Paper
Topic: Goffman and Symbolic Interaction
Your Grade

Student's Name_____

FORM	Poss.	Rec'd	Comments
Margins, font, etc	1		
Grammar; Spelling	2		
ASA Style	1		
Clarity and Flow	1		
Reference Page	1		
CONTENT			
Themes of perspective	3		
Major Concepts	3		
Internal Contradictions	2		
Application to Issues	3		
Contribution to Theory	3		
TOTAL	20		

Writing Proficiency Suggested Rubric

Course _____   Student _____   Assignment _____   Date _____

Accomplishment level	Content	Organization	Style	Usage
	SLO 1: Students will state and defend a thesis with adequate attention to analysis and evidence.	**SLO 2: Students will demonstrate an understanding of essay and paragraph development and organization.**	**SLO 3: Students will craft sentences with attention to audience, purpose, and tone, as well as sentence variety and diction.**	**SLO 4: Students will demonstrate proper use of grammatically and mechanically correct English.**
ABSENT 1	No discernible idea or assertion controls the random or unexplained details that make up the body of the work.	Organization and emphasis indiscernible. Paragraphs lack controlling idea, transitions, and coherence. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.	Incoherent, rudimentary, or redundant sentences thwart the meaning of the essay; diction nonstandard or unidiomatic; tone indiscernible or inappropriate for the subject.	Frequent and serious mistakes in grammar, syntax, punctuation and/or spelling. No attention to detail; no mastery of mechanics or presentation is apparent. Serious errors undermine content and credibility of the work, rendering it meaningless.
BEGINNING 2	Thesis is superficial or vague. Logical incoherence and faulty claims present in the main idea. Evidence is insufficient, obvious, contradictory, or aimless with no attempt at analysis. Topic sentences contain no insight or structure.	Organization unclear or inappropriate, failing to emphasize central idea. Paragraphs fragmented or underdeveloped. Transitions unclear, inaccurate, or absent. Introduction merely describes what is to follow; conclusion merely repeats what has been said.	Sentences lack necessary emphasis and variety; diction vague and unidiomatic; tone inconsistent with or inappropriate for the subject.	Frequent mistakes in grammar, syntax, punctuation and/or spelling. Lack of attention to detail; mastery of mechanics and presentation is marginal. Errors obscure content and diminish credibility.
DEVELOPING 3	Thesis has little ambition or complexity and is too broad to lead a focused essay. Assertion is general, limited, or obvious. Some supporting evidence is repetitious, irrelevant, or jumbled, with little analysis. Topic sentences contain little insight and offer little structure.	Organizational efforts apparent, but not entirely successful, and sense of emphasis may be weak. Paragraphs' focus and coherence breaks down at times. Transitions functional but often obvious or formulaic. Introduction and/or conclusion may be mechanical rather than purposeful or insightful.	Sentences competent but lacking emphasis and variety; diction faulty at times; tone acceptable for the subject.	Several mistakes in grammar, syntax, punctuation and/or spelling. Little attention to detail and lower level of mastery of mechanics and presentation. Multiple errors distract from content and undercut credibility.
ACCOMPLISHED 4	A less discerning thesis with a controlling idea or assertion is supported with mostly concrete and relevant evidence. Analysis present but not always thorough. Topic sentences generally provide insight and structure.	Organization reveals attention to symmetry and emphasis. Paragraphs are coherent and do not digress from controlling idea. Logical transitions signal changes in direction. Introduction engages initial interest; conclusion supports without merely repeating.	Sentences generally varied, purposeful, and emphatic; diction appropriate and idiomatic; tone suits the subject, persona, and audience.	Few mistakes in grammar, syntax, punctuation and/or spelling. Attention to detail and a fair level of mastery of mechanics and presentation. Minimal number of errors provides little distraction from overall content or credibility.
EXEMPLARY 5	Thesis demonstrates significant controlling idea or assertion. Thesis clearly answers assignment's demands. Supporting evidence is concrete, relevant and accompanied by substantive analysis. Topic sentences provide structure with strong and meaningful assertions.	Organization reveals strong attention to symmetry and emphasis. Paragraphs are focused, coherent, and led by a controlling argument. Logical transitions reinforce the progress of the analysis. Introduction strongly engages initial interest; conclusion closes essay in compelling fashion.	Sentences varied, purposeful, and emphatic; diction fresh, precise, economical, and idiomatic. Tone complements and conveys the authorial persona and suits the audience.	Few, if any, mistakes in grammar, syntax, punctuation and/or spelling. Close attention to detail and a mastery of mechanics and presentation. Overall adherence to conventions highlights content and credibility.

Notes:

rev. 11/1/12