

Essay Outline Grading Rubric

ELEMENT	MASTER	INTERMEDIATE	BEGINNER
SKETCH OUTLINE 10	8-10 <ul style="list-style-type: none"> •Provides a clear and effective “map” of the essay •Chosen structure is likely to produce a sustained comparison and a seamless flow between clearly related ideas progressing toward an insightful conclusion •Bases of comparison are both clear, insightful and analytically significant •Language is concise, clear, technically proficient and illuminating 	6.5-7.9 <ul style="list-style-type: none"> •Provides a clear “map” of the essay •Chosen structure is effective but may not suggest a seamless flow of ideas or may suggest discrete but generally related movements •Bases of comparison are clear •Language is concise, generally clear but with some ambiguity or vagueness, technically proficient 	0-6.4 <ul style="list-style-type: none"> •Essay “map” does not reflect a clear sense of organizational structure •Chosen structure is unclear or inappropriate to the essay material •Bases of comparison are faulty or lack significance •Language is ambiguous or vague, difficult to follow or prolix
WORKING OUTLINE			
THESIS 20	16-20 <ul style="list-style-type: none"> •Includes both WHAT and SO WHAT •Shows a clear and insightful relationship between WHAT and SO WHAT (i.e. between carefully selected evidence and analysis or significance) •Is ANALYTICAL and connects the evidence to important underlying values, concepts and/or contexts •Takes a clear and significant POSITION particular to these texts •Demonstrates COMPARISON between the two primary texts •Accurately reflects and eloquently articulates the argument put forth in the Working Outline 	13-15.9 <ul style="list-style-type: none"> •Includes both WHAT and SO WHAT •Shows clear relationship between WHAT and SO WHAT •Is largely DESCRIPTIVE in an insightful way but may not connect explicitly to important underlying values, concepts and/or contexts •Takes a clear POSITION but may be too generalized or not fully connected to these particular texts (i.e. could apply to any text, or just to “life in general”) •Speaks about both texts but may not fully articulate a COMPARISON •Accurately reflects the argument put forth in the Working Outline 	0-12.9 <ul style="list-style-type: none"> •Either WHAT or SO WHAT are missing (may offer up two WHATS or two SO WHATS, demonstrating that the function of and distinction between these two types of statement are not understood) •When both statements are present, the relationship between them is unclear or nonexistent •Largely DESCRIPTIVE, and is either too narrow or too broad •Does not take a position or takes a very generalized one •Does not posit a significant COMPARISON •Does not accurately reflect the argument put forth in the Working Outline
BASES OF COMPARISON 15	12-15 <ul style="list-style-type: none"> •Are clear, logical, valid and insightful •Are clearly related to one another and demonstrate a development of an idea or argument •Support the thesis •Form the structure the argument’s movements and logical progression •Support a sustained comparison between the two texts 	9.5-11.9 <ul style="list-style-type: none"> •Are clear, logical, valid •Are related to each other in a general way but may not demonstrate development of an idea or argument •Support the thesis but may be somewhat tangential or atomized •Are part of the argument but may not fully structure its movements or logical progression •Support comparison of the two texts but in an atomized rather than a sustained, integrated way 	0-9.4 <ul style="list-style-type: none"> •Are unclear, invalid or do not exhibit analytical logic (my seem like “random pieces in a box”) •Are not clearly related to one another •Do not clearly support the thesis •Are not part of the structure of the argument but rather appear sporadically or tangentially •Do not support comparison of the two texts

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USE of SOURCES/ EXAMPLES 20	16-20 <ul style="list-style-type: none"> •Sources are used ANALYTICALLY and CONCEPTUALLY (i.e. offer conceptual and analytical tools and definitions that shape the argument and demonstrate an understanding of key critical debates) •Examples are pithy and rich and demonstrate a clear understanding of the relationship between primary and secondary sources •References to both primary and secondary texts are detailed and accurate •Sources reference the relevant contexts and are not limited to critiques of the works themselves •Sources are accurately referenced in the Outline and in the Working Bibliography and the appropriate number of sources are included 	13-15.9 <ul style="list-style-type: none"> •Sources are used accurately but DESCRIPTIVELY (i.e. offer points of agreement or support for the argument but are not necessarily interrogated or tested by the argument, or used as conceptual tools) •Examples are effective and demonstrate an attempt to link primary and secondary sources •References to both primary and secondary sources are accurate but may tend toward vagueness, generality or paraphrase •Sources tend to focus solely on the primary texts in question without exploring the relevant contexts or vice-versa •Sources are referenced in the Outline and in the Working Bibliography with only a few errors and the appropriate number of sources is included 	0-12.9 <ul style="list-style-type: none"> •Sources are used inappropriately or superficially (i.e. offer points of agreement only, are tangential, or are used to offer “plot points” or paraphrase of the primary texts) •The significance of examples is unclear •References to primary and secondary texts are inaccurate or vague and generalized •Relevance of sources is unclear, no reference to relevant contexts, imbalanced treatment of primary or secondary texts •Errors in the citation of sources in the Outline and the Working Bibliography and fewer than the required number of sources are referenced
ORG/ RELATION 25	20-25 <ul style="list-style-type: none"> •The organizational structure is appropriate and allows for significant and sustained comparison •Each movement of the essay is clearly linked BOTH to the thesis and to the other movements of the essay, demonstrating a development of a coherent line of argument •Examples and sources are well-placed and demonstrate a clear sense of the relationship between them and the point at hand 	16.19.9 <ul style="list-style-type: none"> •The organizational structure is appropriate and exhibits sustained comparison •Each movement of the essay is clearly linked to EITHER the thesis or to the other movements of the essay •Examples and sources are generally well-placed but may not exhibit a strong sense of their relationship to the point at hand 	0-15 <ul style="list-style-type: none"> •The organizational structure is inappropriate, does not allow for sustained comparison, or is a list of unrelated points •The relationship among the movements of the essay and between them and the thesis is unclear •Examples, where they are used, are not appropriately placed, demonstrating a lack of connection to point at hand
PRES 10	8-10 <ul style="list-style-type: none"> •All elements are present and well-articulated; •Error-free; •Language is clear, concise, eloquent; •Well-organized incl. headings and other navigation aids; •Documents are tidy, readable, in the proper order 	6.5-7.9 <ul style="list-style-type: none"> •All elements are present; •Few errors; •Language is clear; •Well-organized; •Documents are tidy, readable, in the proper order 	0-6.4 <ul style="list-style-type: none"> •Elements are missing; •Several errors; •Language is ambiguous, wordy, difficult to follow; •Not well-organized; •Documents are untidy or unreadable