

# Single Point Rubric

# Thesis Outline Rubric

<b>Attempted (50%)</b> Something was turned in, but it is not close to complete.	<b>Getting Started (65%)</b> Has attempted some of the expectations, but needs significant refinement.	<b>On the Way (75%)</b> General grasp of the skill, with some key pieces missing	<b>Got It (85%)</b> Mastery of basic skill, but still has room to grow.	<b>Expert (95%-100%)</b> Deep and complex mastery of the skill.
<b>Part 1: Introduction (5)</b> <ul style="list-style-type: none"> <li>● Hook relates to content and draws the reader in</li> <li>● Key points are used to answer thesis statement</li> <li>● You clearly establish the importance of the topic</li> <li>● Thesis statement is concise, fully answers the question, and leads into the rest of the paper</li> </ul>				
<b>Part 2: Historical Context/Background Knowledge (10)</b> <ul style="list-style-type: none"> <li>● Background is thorough while not too in depth</li> <li>● Importance is clear</li> <li>● Key terms relate to content going forward and provide the reader with necessary context</li> </ul>				
<b>Part 3: Research and Analysis (20)</b> <ul style="list-style-type: none"> <li>● Argument 1, 2, 3, + are led into with thesis</li> <li>● Arguments are organized by claim (not by source), and clearly connect to the thesis statement</li> <li>● Bullet points of analysis provide relevant points, and show connections</li> <li>● Quotes for arguments relate to said argument and contain citation information</li> <li>● Opposing viewpoint is given appropriate space and evidence, used to strengthen argument</li> </ul>				
<b>Part 4: Discussion and Conclusion (10)</b> <ul style="list-style-type: none"> <li>● Answer to the research question is well thought out, and draws connections</li> <li>● Larger implications can be made with data available</li> <li>● Research suggests section leads into your analysis</li> <li>● Further research is given appropriate weight and suggests a path forward</li> </ul>				
<b>Formatting and Proofreading (5)</b> <ul style="list-style-type: none"> <li>● Sections are filled out to appropriate length</li> <li>● Spelling and grammar are coherent, not necessarily essay ready but make the points</li> </ul>				

clear enough

- Quotes are in quotation marks and cited with MLA in text citations

**Final Grade:**     **/50**

# 4 Point Rubric

# Thesis Outline Rubric- Stepped Out

	<b>Attempted (50%)</b> Something was turned in, but it is not close to complete.	<b>Getting Started (65%)</b> Has attempted some of the expectations, but needs significant refinement.	<b>On the Way (75%)</b> General grasp of the skill, with some key pieces missing	<b>Got It (85%)</b> Mastery of basic skill, but still has room to grow.	<b>Expert (90%-100%)</b> Deep and complex mastery of the skill.
<b>Part 1: Introduction</b> (5 points)	Introduction outline is missing significant elements, or so unfocused that it is difficult to follow.	Hook is attempted, but ineffective or unrelated.  The importance of the topic is unclear or not addressed.  Key points are missing or disconnected from the thesis.  Thesis is missing, unclear, or does not answer the research question.	Hook is present but weak, unclear, or only loosely related to the topic.  The importance of the topic is mentioned but not clearly explained.  Thesis is present but may be vague, incomplete, or only partially answers the research question.  Key points are unclear or not well connected to the thesis.	Hook relates to the topic and draws the reader in.  Importance of the topic is stated, though it may not be fully developed.  Key points are present and generally support the thesis.  Thesis answers the research question fully.	Hook is engaging, relevant, and clearly connected to the topic.  The importance of the topic is clearly established and thoughtfully explained, and shows the larger conversation this paper is a part of.  Key points previewed in the introduction align clearly with the thesis.  The thesis statement is concise, fully answers the research question, and clearly sets up the direction of the paper.
<b>Part 2: Historical Context or Background Knowledge</b> (10 points)	Outline is missing significant elements, or is off-topic or irrelevant to the larger argument.	Background information is missing, inaccurate, or largely unrelated.  The importance of the context is not addressed.  Key terms are missing or	Background information is present but either too limited or too broad.  The importance of the context is implied but not clearly explained.	Background information is clear and relevant, though some details may be underdeveloped or slightly overexplained.  The importance of the background is generally	Background information is thorough, focused, and clearly supports understanding of the topic.  Importance of the historical or contextual

		not explained.	Key terms are mentioned but definitions or connections are unclear.	clear. Key terms are defined and mostly connected to the rest of the paper.	information is explicitly explained. Key terms are clearly defined and consistently connected to later analysis.
<b>Part 3: Research and Analysis</b> (20 points)	Part 3 is incomplete or disconnected from the thesis statement to the point that it is difficult to follow.	Arguments are unclear, missing, or not connected to the thesis. Organization is confusing or source-based. Little to no analysis is provided. Quotes are missing, irrelevant, or uncited. The opposing viewpoint is missing or unsupported.	Arguments are present but may be unclear, repetitive, or loosely connected to the thesis. Organization relies more on sources than claims. Analysis summarizes evidence more than it explains or connects it. Quotes are used but may be weakly connected or inconsistently cited. The opposing viewpoint is mentioned but not fully developed.	Arguments are clear and connected to the thesis. Organization is mostly by claim, though some reliance on sources may appear. Analysis explains evidence and makes clear connections. Quotes support arguments and include citation information. Opposing viewpoints are included and generally relevant.	Multiple arguments are clearly introduced and strongly connected to the thesis. Arguments are organized by claim, not by source. Bullet-point analysis shows clear, thoughtful connections between evidence, claims, and thesis. Quotes and evidence are well chosen, clearly relevant, and properly cited (in text). Opposing viewpoints are thoughtfully addressed and used to strengthen the overall argument.
<b>Part 4: Discussion and Conclusion</b> (10 points)	The conclusion is incomplete and missing large sections.	The conclusion is missing or unclear. Research question is not clearly answered. Larger implications are	Conclusion restates ideas but does not fully answer the research question. Connections between research and conclusions are weak or unclear.	Conclusion answers the research question clearly. Some connections between research and conclusions are made.	Conclusion clearly and thoughtfully answers the research question. Connections between research, analysis, and conclusions are explicit.

		<p>irrelevant or poorly thought out.</p> <p>Further research is missing or irrelevant.</p>	<p>Larger implications are vague or only briefly mentioned.</p> <p>Further research is mentioned but underdeveloped.</p>	<p>Larger implications are mentioned and generally supported.</p> <p>Further research is suggested and relevant.</p>	<p>Larger implications are meaningful and grounded in the available data.</p> <p>Suggestions for further research are relevant and forward-thinking.</p>
<p><b>Formatting and Proofreading</b> (5 points)</p>	<p>Formatting is not in outline format, and proofreading is not present as evidenced by many errors.</p>	<p>Some sections are incomplete or missing.</p> <p>Formatting is confusing, and does not use bullet points or indentation.</p> <p>Errors significantly interfere with understanding.</p> <p>Evidence is largely missing, few to no citations</p>	<p>Some sections are too short to be useful.</p> <p>Formatting is in bullet points, but is inconsistent.</p> <p>Frequent errors occasionally interfere with clarity.</p> <p>Evidence is inconsistently formatted or cited.</p>	<p>Most sections meet length expectations.</p> <p>Formatting is in bullet points.</p> <p>Minor spelling or grammar errors do not interfere with meaning.</p> <p>Evidence is generally formatted and cited correctly.</p>	<p>All sections are complete and appropriately detailed.</p> <p>Formatting is in bullet points with indentations making sub-arguments and points clear.</p> <p>Writing is clear and mostly error-free.</p> <p>Evidence is correctly formatted and cited using MLA in-text citations.</p>