Final Exam Grading Rubric – Winter 2004

		Additional Considerations: *Subtract ½ point each*
A	• Clearly stated and well written thesis (argument the paper will prove) addressing the academic and social integration of both students and the class concepts that explain them (can be more than 1 sentence). • <u>Outstanding</u> analysis with truly exceptional in-depth explanations of the experiences that contributed to and detracted from both students' integration. • Examples are specific and detailed and directly support argument. • Utilizes <u>several</u> (5+) relevant readings and concepts from class in the analysis; may utilize sources from outside class. • All paragraphs connect to and support thesis in a clear, organized way. • <u>Excellent</u> quality of writing (sentence structure, correct grammar, smooth transitions, appropriate paragraph lengths, etc.).	Non-sexist language (men and women)? Correct citation format? Bibliography? Cover page? Spell-checked? Proofread?
B	• Clearly stated and well written thesis (argument the paper will prove) addressing the academic and social integration of both students. • <u>Good</u> analysis with in-depth explanations of the experiences that contributed to and detracted from both students' integration. • Examples are specific and detailed and directly support argument. • Utilizes <u>some</u> (3-4) relevant readings and concepts from class in the analysis; may utilize sources from outside class. • All paragraphs connect to and support thesis in a clear, organized way. • <u>Good</u> quality of writing (sentence structure, correct grammar, smooth transitions, appropriate paragraph lengths, etc.).	The papers are worth 100 pts. each. The following point scale is used by all DLs. A+ = 97-100 A = 93-96 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82
C	• Poorly stated thesis • <u>Average</u> analysis with somewhat shallow explanations of the experiences that contributed to and detracted from both students' integration. • Examples may not be specific and detailed, and some may not directly support argument. • Utilizes <u>few</u> (1-2) relevant readings and concepts from class sources. • Most paragraphs connect to and support thesis, but not necessarily in a clear and organized way. • <u>Fair</u> quality of writing (sentence structure, correct grammar, smooth transitions, appropriate paragraph lengths, etc.).	C+ = 77-79 C = 73-76 C- = 70-72
D	• No stated thesis but one is implied • <u>Poor</u> analysis (probably more of a summary) of the experiences that contributed to and detracted from both students' integration. • Examples are general and/or vague, may have redundant and repetitive themes • Utilizes <u>no</u> (0) relevant readings and concepts from class sources. • Some paragraphs loosely connect to but still support thesis • <u>Poor</u> quality of writing (sentence structure, correct grammar, smooth transitions, appropriate paragraph lengths, etc.)	D+ = 67-69 D = 63-66 D- = 60-62 F = 0-59
F	• No stated thesis nor is one implied • Does not address the academic and/or social integration of both students • Examples are general and/or vague • Utilizes no relevant readings and concepts from class sources • Journal-like with series of experiences but no central theme or point • <u>Very poor</u> quality of writing (sentence structure, correct grammar, smooth transitions, appropriate paragraph lengths, etc.)	The DLs work together as a group when grading. This allows us to make sure that what is considered a "B" is the same in all sections. It also allows us to detect cheating.