

Grading Rubric for Writing Assignments in Art History  
Professor Sandra Cheng

Criteria for Essay Evaluation

1. Content
  - a. Thesis statement is precise, clearly stated, and interesting.
  - b. Support (reasoning, evidence) for thesis statement is relevant, reliable, and logical.
  - c. Introduction and conclusion are appropriate and lively.
2. Organization
  - a. Paragraphs are unified and coherent.
  - b. The order of paragraphs is logical.
  - c. Smooth transitions between paragraphs.
  - d. All paragraphs in the essay clearly relate to and support the thesis.
  - e. The introduction and conclusion are sufficiently developed.
3. Style
  - a. Sentence structure is correct and varied.
  - b. Word choice is thoughtful and concise.
  - c. Point of view and tone are appropriate and consistent.
  - d. Chicago Style or MLA citation format is used correctly for all outside research (outside research is not necessary nor encouraged for my short paper assignments)
4. Grammar, Punctuation, Spelling, and Basic Writing Format
  - a. No distracting grammatical and punctuation errors (avoid run-on sentences and watch those semi-colons!).
  - b. No spelling errors (use spell check!)
  - c. Always refer to authors by their last names, not their first names.
  - d. Avoid long paragraphs. If your paragraph is one-page long, you should break it down to smaller ones.

## Rubric for Essay Evaluation

<b>Writing Score and Grade</b>	<b>Meets the following criteria</b>
4+ = 100 = A+ 4 = 95 A 4- = 90-92 A-	Most or all of the writing will be <b>VERY EFFECTIVE (OUTSTANDING)</b> , demonstrating <b>CLEAR AND CONSISTENT MASTERY</b> . Writing at this level will display <b>ALMOST ALL</b> of the characteristics listed in the above criteria with <b>MINOR WEAKNESS</b> in <b>NO MORE THAN ONE</b> of the given categories.
3+ = 87-89 B+ 3 = 85 B 3- = 80-82 B-	Most of the writing will be <b>EFFECTIVE</b> , demonstrating <b>REASONABLY CONSISTENT MASTERY</b> . Writing at this level will display <b>MOST</b> of the characteristics listed in the above criteria with <b>MINOR WEAKNESS</b> in <b>NO MORE THAN A FEW</b> of the given categories.
2+ = 77-79 C+ 2 = 75 C 2- = 70-72 C-	Most or all of the writing will be <b>SATISFACTORY (COMPETENT)</b> , demonstrating <b>ADEQUATE MASTERY</b> but lacking in originality or liveliness. It will display <b>MANY</b> of the characteristics listed in the above criteria with <b>OBVIOUS WEAKNESS</b> in <b>ONE OR TWO</b> of the given categories.
1+ = 67-69 D+ 1 = 65 D 1- = 60-62 D-	Most or all of the writing will be <b>UNSATISFACTORY (INADEQUATE)</b> , but demonstrates <b>DEVELOPING MASTERY</b> . It will lack clarity, support, and/or logic and will display <b>FEW</b> characteristics listed in the above criteria. It will have <b>OBVIOUS WEAKNESS</b> in <b>AT LEAST TWO</b> of the given categories.
½ pt = 55      borderline F	Most or all of the writing will <b>FAIL TO COMMUNICATE</b> the writer's ideas with clarity and effectiveness ( <b>FUNDAMENTALLY LACKING</b> demonstrating <b>VERY LITTLE</b> or <b>NO MASTERY</b> ). It may often be incoherent, incomplete, and/or inappropriate. It will have <b>MAJOR WEAKNESSES</b> in <b>ALL</b> of the given categories.
0 = F	Paper is plagiarized or no paper is submitted.