

SPAN 494

Paper #1 Evaluation Rubric

Goals: To analyze the representation of “latino experience” in a short story that is related to the theme of education. To integrate course readings and presentations as an intellectual context with the interpretation of a literary text.

Organization

- 9-10** • logically and effectively ordered; main points and details are connected; good use of transitions; fluid.
- 8** • logically and effectively ordered for the most part; main points stand out but sequencing of ideas is not always complete; use of some transitions; choppy at times.
- 7** • an apparent order to the content is intended; loosely organized; main points do stand out but sequencing of ideas not complete; limited use of transitions; somewhat choppy.
- 5-6** • limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed
- 0-4** • series of separate sentences with no transitions; disconnected ideas; no apparent order to content; or not enough to evaluate

Evidence

- 9-10** • ample use of direct quotations, paraphrases, and examples that support analysis; documentation clear; bibliography complete and consistent in format
- 8** • adequate use of direct quotations, paraphrases, and examples; documentation clear; bibliography complete
- 7** • analysis less connected to direct examples from text; source of example not always clear; bibliography not consistent in format
- 5-6** • limited textual evidence to support points; documentation incomplete
- 0-4** • little textual evidence to support points; missing documentation

Ideas

- 9-10** • complete information; thorough; relevant; on target. Effectively synthesizes multiple sources of course information for the analytical goal of the paper. Excellent thesis.
- 8** • adequate information; ideas are generally developed; a few ideas lack supporting detail or evidence. Effectively synthesizes multiple sources of course information. Thesis clear but mechanical.
- 7** • more limited information; some development of ideas; some ideas lack supporting detail or evidence. Less synthesis of information from course. Thesis describes but does not analyze.
- 5-6** • limited information; ideas present but not developed; lack of supporting detail or evidence. Limited synthesis of information from course. Thesis is very general.
- 0-4** • minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; not enough information to evaluate. No reference to other information from course other than the short story being analyzed. Thesis not clear or missing.

Grammar & Vocabulary

- 9-10** • very few errors in spelling and overall grammar; very few errors in subject/verb or adjective/noun agreement; broad vocabulary; precise and effective word choice
- 8** • few errors in spelling and overall grammar; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some vocabulary errors but meaning not confused or obscured
- 7** • more frequent errors in spelling and overall grammar; recurring errors in subject/verb and adjective/noun agreement; erroneous use of language sometimes impedes comprehensibility; literal translations or invented words
- 5-6** • frequent errors in spelling and overall grammar; recurring errors in subject/verb and adjective/noun agreement; erroneous use of language often impedes comprehensibility; English influence noticeable
- 0-4** • frequent errors in spelling, subject/verb agreement and overall grammar; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; repetitive vocabulary; literal translation from English; invented words

Name: _____ Grade: _____/40 points = _____%

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Total points		