



Social Science Department Writing Policy - Grading Rubric

Outcomes	Proficient	Adequate	Unsatisfactory
Thesis, Introduction, and Conclusion	The introduction relates to the paper's purpose, and the thesis clearly presents the focus of the paper	The introduction is inadequate in one or more of the following ways: it has a weak and/or general thesis, it seems to jump from idea to idea, or it seems completely forced and merely a response to an assignment.	The introduction is inadequate in one or more of the following ways: it is missing or lacks a thesis, it seems to jump from idea to idea, or it seems completely forced and merely a response to an assignment. Conclusion is lacking or does not aim to close the project.
Organization (Paragraph development, flow, and coherence)	The essay is organized logically, with a clear and interesting introduction, multiple organized body paragraphs presenting key ideas that directly support the thesis, and a brief, yet clear conclusion.	The paper is organized logically, with clear introduction, multiple organized body paragraphs presenting key ideas that can be interpreted to support the thesis, and a brief conclusion.	The paper lacks one or more of the following: an effective introduction, a thesis, multiple body paragraphs, topic sentences, or a conclusion.
Use of Evidence	All significant claims are supported by examples or information cited from sources, evidence is sufficient to support a claim without being overwhelming, and it is consistently introduced and placed in context for the reader.	A clear attempt is made to support claims, but they are sometimes not adequately introduced and placed into context or the evidence and examples are not quite sufficient to support a claim.	Paragraphs lack evidence to support and illustrate claims, or the paragraphs are little more than a list or patchwork of examples or information, leaving little of the writer's intentions and forcing the reader to figure out how examples and information support the claims made.
Analysis and Critical Thinking	Analysis is at a college-level, and clearly demonstrates an in-depth understanding.	Analysis is fair and generally college-level and supports the paper's topic.	Analysis is limited in scope, not properly college-level, or extraneous to the topic; it may seem to have been developed at the last minute with minimum effort.
Style (grammar, word choice, sentence construction)	Words are consistently precise, and sentences are strong, varied, and sophisticated. Only isolated minor proofreading errors present.	Words are sufficiently precise, and sentences are reasonably varied and controlled. The paper may have one or two major errors overall, and/or a handful of minor grammar and proofreading mistakes per page, but the errors do not interfere with the reader's ability to understand the ideas.	Words are used inaccurately, or the overall style impedes rather than helps convey ideas. Pervasive major and minor grammar and/or proofreading errors. Major errors include comma splices, run-on sentences, fragments, and other similar large errors. More than a handful of these and the paper cannot pass.
APA	The APA citation system is correctly employed, all outside sources are signaled and smoothly integrated into the paper using an assortment of strategies, and the APA format is correct.	The APA citation system is correctly employed, all outside sources are signaled and integrated into the paper, and the APA format is correct.	Seriously deficient in APA citation system, incorrect in-text citations, unattributed or untraceable evidence, inadequate paraphrase, or significant errors in work cited entries.