

WR 39C – CONTEXTS PROJECT RUBRIC

	SUPERIOR	GOOD	COMPETENT	NON-PASSING
<p>Presents a clear, logically-framed exposition of a current, pressing problem</p>	<p>Illustrates exceptional ability to craft a clear exposition of a precisely-framed problem and sustain a cogent narrative. The essay addresses clear research questions with sophistication and specificity, describing, framing, and discussing the harms and context of the problem with purpose and precision.</p>	<p>Problem is framed in a clear and reasonably specific manner. The essay addresses appropriate research questions with precision; it describes, frames, and discusses the harms and context of the problem with purpose and precision.</p>	<p>Exposition of the problem lacks some clarity, but is still relevant and fairly specific. The essay is generally motivated by research questions while lacking some specificity. May not frame the problem clearly and narrowly, or may lack in description of the harms or historical/heterical foundations of the problem.</p>	<p>Exposition of the problem is vague, irrelevant, or lacking in specificity. Essay does not evince a research agenda, or does not succeed in framing a coherently-described problem. Problem is not justified in terms of harms, and/or lacks clearly-identified causes.</p>
<p>Research is coherent and varied, consisting of sources that are relevant, timely, and credible</p>	<p>Research goes well beyond the minimum requirements for the assignment. Sources cohere in focus, but vary in terms of genre and disciplinary perspective. Student shows an exceptional ability to identify sources that are relevant and credible, offering deep evidentiary support for the essay's arguments.</p>	<p>Research goes beyond the minimum requirements for the assignment. Sources cohere in focus, but vary in terms of genre and disciplinary perspective. Student shows an ability to identify sources that are relevant and credible, offering good evidentiary support for the essay's arguments.</p>	<p>Research meets the minimum requirements for the assignment. Sources mostly cohere in focus and offer some variety in terms of genre and disciplinary perspective. Not all sources are relevant and/or credible, leading to an occasional lack of support for the essay's arguments.</p>	<p>Research does not meet the minimum requirements for the assignment in one or more ways. Sources may lack in coherence or variety. Not all sources are relevant, and/or credible, leading to a frequent lack of support for the essay's arguments.</p>
<p>Demonstrates effective organization and style – for a particular purpose, within a particular genre, to a particular audience</p>	<p>Shows exceptional control in both paragraph coherence and unity that leads to a well-structured essay. Connections between problem statement and body paragraphs, and among body paragraphs, are clear. The structure of the essay enhances the argument as well as adheres to the genre expectations of an academic essay for an academic audience.</p>	<p>Shows effective control in both paragraph coherence and unity that leads to a well-structured essay. Connections between problem statement and body paragraphs, and among body paragraphs, are usually clear. The structure of the paper serves the argument as well as adheres to the genre expectations of an academic essay for an academic audience.</p>	<p>Shows control in both paragraph coherence and unity that leads to a structured essay. Connections between problem statement and body paragraphs, and among body paragraphs, are only sometimes clear. The structure of the essay may detract from the argument but mostly adheres to the genre expectations of an academic essay for an academic audience.</p>	<p>Lacks paragraph coherence and unity that leads to a well-structured essay. Connections between problem statement and body paragraphs, and among body paragraphs, are often unclear. The structure of the essay does not serve the argument, or may not adhere to the genre expectations of an academic essay for an academic audience.</p>
<p>Situates, integrates, and contextualizes different types of evidence effectively while distinguishing the writer's voice from those of sources</p>	<p>The writer selects and integrates a variety of evidence (popular, scholarly, primary-source, secondary-source, and multimodal evidence) with exceptional facility to support claims. Able to integrate all sources smoothly and appropriately into an argument. The sources gracefully support and develop the argument without overwhelming the writer's own voice.</p>	<p>The writer selects and integrates a variety of evidence competently to support claims. Integrates the material appropriately, though not as smoothly as superior essays. The sources support and develop the argument, though not as rigorously as superior essays.</p>	<p>The writer generally selects a variety of evidence competently, but does not consistently support claims. Connection between claim and evidence may be occasionally unclear. The writer sometimes struggles to integrate material into an argument, and the source material occasionally overwhelms the argument.</p>	<p>The writer generally selects and integrates evidence competently, but does not consistently support claims. Evidence may lack variety in one or more ways. Fails to synthesize body of research. Connection between claim and evidence is frequently unclear. Fails to integrate the material smoothly and appropriately into the argument.</p>
<p>Language, style, and tone appropriate to genre and audience expectations</p>	<p>Prose is articulate, clear, and precise. The essay is virtually free of errors in mechanics, usage, grammar and spelling.</p>	<p>Prose is mostly clear and precise. The essay is usually free of errors in mechanics, usage, grammar and spelling.</p>	<p>Prose features some lapses in clarity and precision. Minor errors are never so severe that the essay is difficult to follow.</p>	<p>Prose often lacks clarity and precision, presenting difficulties for reader comprehension. Frequent sentence-level errors affect readability.</p>
<p>Formatting, citations, and academic ethos</p>	<p>MLA-formatted in-text citations are offered as appropriate throughout, material (language, ideas, information)</p>	<p>Essay features MLA-formatted in-text citations and Works Cited page. Material (language, ideas, information) is</p>	<p>Essay features MLA-formatted in-text citations and Works Cited page. Material (language, ideas,</p>	<p>Essay lacks MLA-formatted in-text citations and/or Works Cited page. Material (language,</p>

	is always properly attributed to sources, and the essay features a correctly-formatted Works Cited page.	always properly attributed to sources. Some errors in formatting.	information) is always attributed to sources. Frequent or major errors in formatting.	ideas, information) is not always properly attributed to sources. Lack of formatting.
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Name: Comments:

Grade: