Outcome 2 Rubric

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| Bullet | **Outstanding**  **4.0-3.6** | **Effective**  **3.5-3.1** | **A Good Start**  **3.0-2.6** | **Minimal Demonstration**  **2.5-2.1** | **Doesn’t Meet Requirements**  **Below 2.0** |
| Understanding Sources | Clear understanding and analysis of complex concepts | Good understanding, but analysis not quite as solid. | Basic clarity on the main concepts but little/no analysis | Mistakes on understanding sources core points of sources | No evidence of understanding course texts. |
| Utilizing sources in strategic ways | Appropriate use of quotes vs paraphrase, writer’s goal is always supported | Sources generally support writer’s goal, but some seem random. | Quotes are too long, or not connected to analysis. Or not enough quoting. | Quotes are not relevant, and clearly there for filler. Writer’s goal not supported. | There are no sources, or sources are completely off topic. |
| Intertextuality | Sources are synthesized, comparing ideas between articles, while always supporting the writer’s claim. | Sources are synthesized, but the writer’s claim gets lost. | A few sources are synthesized, but the rest stand independently. | Sources are viewed independently, only one source per paragraph. | Sources are not mixed in paragraphs, or there is only one main source. |
| Variety and appropriateness of sources | The writer uses a variety of sources and acknowledges the ethos each source and uses it to support their goals | The writer uses a variety of sources, but some are used improperly | The writer uses only one or two types of sources when they should use more. | The writer uses only one type of source, but it is appropriate to the paper. | The writer uses only one type of source and it is inappropriate to the paper. |
| MLA | There are less than two MLA mistakes, in-text and works cited. | There are less than four MLA mistakes, in-text and works cited. | There are less than six MLA mistakes, in-text and works cited. | There are egregious MLA mistakes | The writer has no comprehension of MLA. |