

# The BIG Space RUBRIC

	10 - 9	8 - 7	6 - 5	4 - 3	Points
Purpose and Focus	Is engaging and fully develops a clear thesis appropriate to assignment. Paragraphs support thesis and have obvious purpose.	Competent and well-developed thesis; thesis represents sound and adequate understanding of topic but not as well as a <b>10</b> . Support not connected as well to thesis and paragraph purposes not as obvious.	Mostly intelligible ideas; thesis is weak, unclear, too broad, or only indirectly supported. Answers questions insufficiently.	Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis. Does not answer any of the questions well.	
Ideas and Support	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific. Utilizes <b>eight</b> sources and engages with them as an expert.	Ideas supported sufficiently; support is sound, valid, and logical but lacks the depth of a <b>10</b> . Utilizes <b>six-eight</b> sources and shows understanding, but author does not engage with them as well as a <b>10</b> .	Main points and ideas are only indirectly supported; support isn't sufficient or specific but loosely relevant to main points. Does not utilize five sources and/or does not appear to understand sources used or uses them poorly.	Insufficient, non-specific, and/or irrelevant support.	
Organization and Structure	There is an obvious purposeful organizing structure to the essay. Paragraphs are well developed and appropriately divided. Ideas linked with smooth and effective transitions.	Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.	Organization while attempted was unsuccessful. Paragraphs were simple and disconnected. No evident transitions or planned sequence.	
Verbal Language	Uses appropriate language and diction. Establishes academic tone. Sentences are structured effectively and powerfully. Rich, well-chosen variety of sentence styles and length.	For the most part, uses appropriate language and diction. Tone mainly academic. Sentences are varied but errors occur due to a lack of proofreading.	Little or inconsistent use of appropriate language for an academic audience. Inappropriate diction. Tone not consistent. Sentences are formulaic or tedious. Errors in sentence structure.	Shows almost no awareness of academic audience. Reveals no grasp of appropriate tone for assignment. Simple sentences used excessively almost exclusively. Errors in sentence structure.	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	Points
Editing	Makes very few or no grammar, spelling, or punctuation errors. Citations correct.	Some grammar, spelling, and punctuation mistakes. More time and care are needed in editing. Citations mostly correct.	Spelling and punctuation errors make reading difficult. Most citations incorrect.	Many spelling and punctuation mistakes make it difficult to understand the purpose. Citations absent.	
All's There	Works cited included Paper formatted in MLA Third person Four sources from peer-reviewed journals Four sources from approved places.	<i>Missing one</i> Works cited included Paper formatted in MLA Third person Four sources from peer-reviewed journals Four sources from approved places.	<i>Missing two</i> Works cited included Paper formatted in MLA Third person Four sources from peer-reviewed journals Four sources from approved places.	<i>Missing three</i> Works cited included Paper formatted in MLA Third person Four sources from peer-reviewed journals Four sources from approved places.	
				Total Points	<b>46/50</b>