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| Art History Research Paper Rubric  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Score: \_\_\_\_\_\_/100 | | | | | |
|  | **10 Exceptional** | **9-7 Skilled** | **6-4 Proficient** | **3-1 Developing** | **0 Inadequate** |
| Content |  |  |  |  |  |
| Thesis | Thesis is present and directly supported throughout paper. | Thesis is present and mostly supported. | Thesis is somewhat vague and support may stray from thesis. | Thesis is vague  with little support. | Very weak or missing. |
| Incorporating information from sources | The information obtained from sources is relevant, and has been used effectively. The writer has taken the information and woven it into the essay to support the writers own thoughts. | |  | | --- | |  |   Information taken from sources helps to explain/defend the writer’s thoughts. | |  | | --- | |  |   Some information is cited as support but may not create a strong argument. | Little information is cited from outside sources or the information is not meaningful to the writer’s argument. | No outside information has been included to support the writer’s argument. |
| Introduction | The introduction includes a clear, connective, focused thesis statement and the details that will be used to support it. Major points are addressed in the introduction. | The introduction provides a thesis statement, including the points to be compared in the essay. | The introduction includes a thesis statement, and is mostly effective. The thesis  statement names the topic of the essay, but may not address all points of the paper | The introduction is not effective. The thesis statement outlines some of the main points to be discussed. | The introduction is not effective or is not included. The thesis statement does not name the topic and does not preview what will be discussed |
| Conclusion | The text provides an engaging conclusion. The conclusion clearly wraps up the essay and supports the thesis, revisiting the points defended in the essay. | The text provides a conclusion that supports the thesis and summarizes the major points made in the paper. | The text provides a conclusion but it is weak with little elaboration. | Conclusion is a brief statement with no explanation. | No conclusion was attempted. |
| Examination of Symbols in the work | At least 3 symbols were thoroughly examined. Evidence from the artwork and research work together to clearly show the meaning of the symbol and the intent of the artist. | At least 3 symbols were examined. Evidence from the artwork and research work together to show the meaning of the symbol and the intent of the artist. | Three or more symbols were examined in the paper, but not thoughts are not well developed. | Paper may not have looked at 3 symbols, or they are only briefly examined. | Student failed to identify symbols in the work. |
| Writing |  |  |  |  |  |
| Conventions  (Usage/ Mechanics/ Spelling/ Grammar) | The text intentionally uses standard English conventions of usage and mechanics. The writer has thoroughly edited the work to correct all mistakes. | The text demonstrates standard English conventions of usage and mechanics. Very minor errors may be present. | The text demonstrates some accuracy in standard English conventions of usage and mechanics. Occasionally errors occur that may interfere with the understanding of the reader. | The text contains multiple inaccuracies in standard English conventions making it difficult for the reader to understand the author. | The text contains numerous inaccuracies in Standard English conventions, making it difficult to understand the content presented. |
| Cohesion & Development | Sentences are complete, logical and work to create a thoughtful and cohesive essay. The text explains the relationships between the topics. | Sentences are complete and logical. The writer’s thoughts flow well throughout the work. Major sections of the text are linked. | Some incomplete sentences or thoughts are not always clear. Major sections or ideas are not linked well. | Reader struggles to understand the writer’s thoughts. Writing is chopping or confusing. Little if any connection is made between major ideas. | Few complete sentences. Very difficult to understand the writers thoughts. No connections made. |
| Internal Citations | In-text citations are used accurately and with minimal errors. | In-text citations are used somewhat accurately, but with some errors. | In-text citations have multiple errors or are missing. | Few in-text citations are evident. | In-text citations are missing. |
| Works Cited | Works cited page is correctly formatted. All works listed have been cited throughout the paper. Images citations were included and correct. | Very minor problems with Works Cited page. All sources are used and included. Image citations included. | There may be problems with the structure/formatting of the works cited page. May be missing citations. | Frequent problems with Works Cited. Missing sources/Images | Not included. |
| Imbedded Images | Images are imbedded in the paper. Formatting of image and text box is correct. Images are relevant, referenced correctly and discussed in the body of the paper. | Very minimal errors in formatting images or text boxes. Images are referenced and discussed in the body of the paper. | Frequent errors in image, text box formatting or incorporation in the paper. | Missing some images or text boxes. | No images included in the paper. |