

APPENDIX A: Evidence paper, rubric example.

EVIDENCE PAPER RUBRIC – What is a Geisha? (*Samurai and Geisha* course)

	Geisha	Maiko	Student	Maid
Evidence	Writer uses appropriate evidence from the readings and discussions to support his/her argument. Evidence strongly supports thesis and is well-integrated.	Writer uses evidence from the readings and discussions to support his/her argument. Evidence supports thesis, but is not well-integrated.	Writer uses minimal evidence from the readings and discussions to support his/her argument. Evidence does not entirely support thesis.	Writer does not use evidence from the readings and discussions to support his/her argument. Evidence does not support thesis.
Argument	Writer proposes a strong thesis and structure of the paper supports that argument. Conclusion ties the paper together, leaving the reader with a clear understanding of the writer’s argument.	Writer proposes a clear thesis and structure of the paper supports that argument. Conclusion ties the paper together, leaving the reader with an understanding of the writer’s argument. Some weakness in structure or conclusion.	Writer proposes a weak or unclear thesis and structure of the paper only weakly supports that argument. Conclusion does not tie the paper together.	Writer’s thesis is extremely weak or absent. Structure of the paper does not support argument. Conclusion missing or unhelpful.
Analysis	Writer offers perceptive analysis and evidence of carefully reading texts.	Writer offers strong analysis and evidence of carefully reading texts, but analysis does not go as far as it could.	Writer offers weak analysis that needs improvement and more careful reading of the texts.	Writer offers largely summary with little analysis or evidence of carefully reading texts.
Comprehension	Writer demonstrates a clear understanding of the issues and facts discussed in the course to date.	Writer largely demonstrates a clear understanding of the issues and facts discussed in the course to date, but has some minor misunderstandings.	Writer has misunderstood some of the issues and facts discussed in the course to date.	Writer does not demonstrate a clear understanding of the issues and facts discussed in the course to date.
Originality	Writer demonstrates creative thinking and application of ideas beyond what was discussed in class or the texts. Paper offers an interesting perspective and is enjoyable to read.	Writer demonstrates creative thinking and application of ideas beyond what was discussed in class or the texts. Writer’s perspective is not entirely original, but is well-expressed and paper is enjoyable to read.	Writer carefully applies ideas discussed in class or the texts, but brings only a limited originality to the paper.	Writer repeats ideas from class or the text with no originality to his/her perspective.
Coherence	Structure of paper is extremely clear. Writing style is lucid and understandable. There are no major spelling, grammar or formatting errors.	Structure of paper is clear. Writing style is understandable, with some points that need improvement. There are only minor spelling, grammar or formatting errors.	Structure of paper is difficult to follow at times. Writing style is unclear at points, which hinders the reader’s understanding of the argument. Spelling, grammar or formatting errors also hinder comprehension.	Structure of paper is unclear and difficult to follow. Writing style is unclear so the reader often cannot understand the writer’s meaning. Major spelling, grammar or formatting errors hinder comprehension.
Citations	Appropriate citation of sources in both format and placement.	Appropriate citation of sources in both format and placement, with some minor problems.	Major problems in format and placement of citations.	No citations, suggesting plagiarism.

APPENDIX B: Synthesis paper, rubric example.

SYNTHESIS PAPER RUBRIC (art history course)

	Exemplary	Proficient	Weak	Underdeveloped
Thesis and argument	Writer proposes a strong thesis and supports that argument. Conclusion ties the paper together, leaving the reader with a clear understanding of the writer's argument.	Writer proposes a clear thesis and supports that argument. Conclusion ties the paper together, leaving the reader with an understanding of the writer's argument. Some weakness in argument or conclusion.	Writer proposes a weak or unclear thesis. Argument is only weakly supported. Conclusion does not tie the paper together.	Writer's thesis is extremely weak or absent. Argument is not supported. Conclusion missing or unhelpful.
Synthesis	Writer ties together ideas from multiple sources, placing those ideas in dialogue with each other and the writer's ideas. Synthesis brings new perspectives to understanding the work of art.	Writer ties together ideas from multiple sources, placing those ideas in dialogue with each other. Synthesis brings new perspectives to understanding the work of art. Some weakness in understanding the sources or too much summary of them.	Writer presents ideas from multiple sources, but does not integrate them. Writer largely summarizes rather than synthesizes sources. Writer seems to misunderstand some of the sources.	Writer does not integrate enough sources or sources are poor. Writer misunderstands the sources.
Originality	Writer demonstrates creative thinking and application of ideas beyond what was discussed in class or the texts. Paper offers an interesting perspective and is enjoyable to read.	Writer demonstrates creative thinking and application of ideas beyond what was discussed in class or the texts. Writer's perspective is not entirely original, but is well-expressed and paper is enjoyable to read.	Writer carefully applies ideas discussed in class or the texts, but brings only a limited originality to the paper.	Writer repeats ideas from class or the text with no originality to his/her perspective.
Coherence	Structure of paper is extremely clear. Writing style is lucid and understandable. There are no major spelling, grammar or formatting errors.	Structure of paper is clear. Writing style is understandable, with some points that need improvement. There are only minor spelling, grammar or formatting errors.	Structure of paper is difficult to follow at times. Writing style is unclear at points, which hinders the reader's understanding of the argument. Spelling, grammar or formatting errors also hinder comprehension.	Structure of paper is unclear and difficult to follow. Writing style is unclear so the reader often cannot understand the writer's meaning. Major spelling, grammar or formatting errors hinder comprehension.
Citations	Appropriate citation of sources in both format and placement.	Appropriate citation of sources in both format and placement, with some minor problems.	Major problems in format and placement of citations.	No citations, suggesting plagiarism.

Stage 1 grade (20%)

Presentation grade (10%)

Paper grade (70%)

Final assignment grade

APPENDIX C: Peer-review feedback questionnaire

Peer-Review Questions

What is the thesis?

Does the thesis address the assignment?

Does the argument support the thesis?

What is the evidence? Would more or different evidence be helpful?

Find at least one example of a sentence or idea that is expressed well.

Find an example of a sentence or idea that could be stronger with revision.

Do the ideas and arguments of the paper flow logically or is it sometimes hard to follow?

Does the paper have a conclusion? Does the conclusion support the paper?