

History of Music Rubric

Student's Name:

CATEGORY	10-8	7-5	4-2	1	Total Points
Content: FOCUS 1	Thesis is very clear, though it may/may not be explicitly stated.	Thesis is generally clear though it may not be explicitly stated.	Thesis may be vague.	Thesis is unclear or confusing.	
Content: FOCUS 2	Maintains focus on thesis throughout response by using well-defined subtopics.	May exhibit minor lapses in focus on thesis, and subtopics may not be well-defined.	May lose or may exhibit major lapses in focus on thesis, and the subtopics are not defined.	Fails to establish focus on topic/subject, and thesis is unclear and subtopics are not present.	
Content: ORGANIZATION 1	The organizational structure is obvious when reading, and there are clearly labeled subtopics in the piece.	The organizational structure is somewhat obvious when reading, and there are clearly labeled subtopics in the piece.	The organizational structure is not obvious when reading, and there are not clearly labeled subtopics in the piece.	The organizational structure is present when reading, and there are not clearly labeled subtopics in the piece.	
Content: ORGANIZATION 2	Organization is a logical progression of ideas and is unified and complete.	There is a logical progression of ideas and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas are evident.	Ideas are presented in a random fashion.	
Content: SUPPORT	Support information is related to and supportive of the thesis and subtopics in the paper. The author also uses good quotes to support his or her points. The author makes good use of primary and secondary resource materials and does not simply summarize .	Support information has minor weaknesses in the thesis and subtopics of the paper. The author also uses some good quotes to support his or her points.	Support information has major weaknesses in the thesis and subtopics in the paper. The author also uses quotes.	An attempt has been made to add support information, but it was unrelated or confusing. No quotes are used.	
Conventions	Exhibits REASONABLE CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	Exhibits SOME CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	Exhibits MINIMAL CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	LACKS CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	
Content: STYLE - Sentence Fluency	Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure). The language use is original and engaging.	Demonstrates reasonable sentence fluency. The language use is solid and concise.	Demonstrates minimal sentence fluency. The language use is simple and unremarkable.	Sentence fluency is lacking. The language use is confusing and difficult to make sense of.	
APA and MLA Conventions	In-text citations and bibliography are all done correctly and conscientiously.	In-text citations and bibliography are mainly done correctly and conscientiously.	In-text citations and bibliography are present.	In-text citations and bibliography are not present or correctly done.	
Comments					Total Points: Percentage: Grade

