# Numeric Rubric

**(Pros: gives students a detailed, tangible understanding of why they received the grade they did, and where they need to improve. Cons: can run the risk of reducing things to a formula, a generative instrument that steers students away from original ideas, thought, risk-taking, and creativity)**

# (Adapted from Heartland Community College History Professor, Ed Carroll)

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| ADDRESSING THE TOPIC**Range from 0 to 10 points****(0-4)** mentions the topic in a few words / misses the point almost entirely**(5-6)** mentions the topic and provides a few remarks about the topic**(7)** addresses the main issues identified in the thesis statement**(8)** fully addresses the main issues in the thesis statement and some secondary issues**(9)** fully addresses the main issues, distinguishes key points in secondary issues, and provides context for the points**(10)** fully addresses the thesis statement including all the main issues, and the secondary issues, and explores the historical context and changing meaning over time | PROVIDING EVIDENCE**Range from 0 to 10 points****(0-4)** provides a few pieces of evidence**(5-6)** provides evidence directly related to the issues/events**(7)** provides evidence that supports a summary of the events/issues**(8)** provides evidence that fully supports a general case for the topic**9** provides evidence the fully supports a clearly delineated case for the topic and anticipates counterexamples or views**(10)** provides evidence the fully supports a clearly delineated case for the topic and anticipates counterexamples, alternate interpretations or views, and provides discussion of evidence |
| **LOGICAL CONNECTIONS/ANALYSIS**Range from 0 to 10 points**(0-4)** provides a few comments on evidence or general meaning of topic**(5-6)** provides direct connections of evidence related to the issues/events**(7)** provides logical connections that supports a summary of the evidence and relates it to the events/issues**(8)** provides discussion or analysis links evidence and discussion/analysis that fully supports a general case for the topic**(9)** provides discussion/analysis that fully supports a logically coherent and clearly delineated case for the topic, and anticipates counterexamples or views and context**(10)** provides analysis of evidence that fully supports a logically coherent and clearly delineated case for the topic and addresses counterexamples, alternate interpretations or views, and provides discussion/analysis of all the evidence and the historical context | CONCLUSIONSRange from 0 to 10 points**(0-4)** provides a few summary concluding remarks**(5-6)** provides conclusion with some evidence directly related to the issues/events**(7)** provides logically connected conclusion with evidence that supports a summary discussion of the events/issues**(8)** provides concluding paragraph with evidence that fully supports a logical general case for the topic**(9)** provides separate concluding paragraph that fully supports a clearly delineated logical case for the topic, and anticipates counterexamples or views within the context of the topic**(10)** provides a separate concluding paragraph which fully supports a clearly delineated and logically coherent case for the topic and anticipates counterexamples, alternate interpretations or views, and provides discussion of evidence and the changing historical context of the topic/issues |

# While spelling and grammar are not specifically mentioned in the rubric, they are graded on the assumption that everyone is attempting to write college level papers.  Matters of form, style and the MLA Handbook governs citation of source material.