*Faculty rater name
Name of the faculty member applying this rubric

*Student name
Name of the student whose work is being evaluated
**I. Presentation**

<table>
<thead>
<tr>
<th></th>
<th>not applicable</th>
<th>weak performance</th>
<th>meets expectations</th>
<th>strong performance</th>
<th>very strong performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is largely error-free (grammar, spelling)</td>
<td></td>
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</tr>
<tr>
<td>Paper is appropriately formatted</td>
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<tr>
<td>Paper has effective paragraph-level organization</td>
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<tr>
<td>Paper has a logical and systemic overall structure</td>
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<tr>
<td>Paper is well-written, critical, creative</td>
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</table>

**II. Use of text**

<table>
<thead>
<tr>
<th></th>
<th>not applicable</th>
<th>weak performance</th>
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<th>strong performance</th>
<th>very strong performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cites from the primary text(s)</td>
<td></td>
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<tr>
<td>Citations are appropriately formatted</td>
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<tr>
<td>Citations move beyond summary / description</td>
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<tr>
<td>Citations are placed in appropriate context</td>
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<tr>
<td>Citations are used to establish interpretive claims</td>
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</tbody>
</table>

**III. Critical engagement**

<table>
<thead>
<tr>
<th></th>
<th>not applicable</th>
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<th>strong performance</th>
<th>very strong performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces a clear critical question</td>
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<tr>
<td>Critical question is appropriate to project</td>
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<tr>
<td>Critical question is effectively explained</td>
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<tr>
<td>Critical question is anchored in interpretation</td>
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<tr>
<td>Critical question is original and engaging</td>
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**IV. Methodology**

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<thead>
<tr>
<th></th>
<th>not applicable</th>
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<th>meets expectations</th>
<th>strong performance</th>
<th>very strong performance</th>
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</thead>
<tbody>
<tr>
<td>Cites from secondary sources</td>
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<tr>
<td>Effectively incorporates secondary sources</td>
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<tr>
<td>Effectively defines and applies key theoretical terms</td>
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<td>Effectively identifies a theoretical methodology or methodologies</td>
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<tr>
<td>Effectively incorporates a theoretical methodology in the service of the larger critical question</td>
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**V. Context(s)**

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<th>strong performance</th>
<th>very strong performance</th>
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</thead>
<tbody>
<tr>
<td>Locates critical question in context of critical tradition</td>
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<tr>
<td>Places critical question in dialogue with other critics</td>
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<tr>
<td>Places critical question in larger context(s): social, cultural, political, aesthetic, etc.</td>
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</tbody>
</table>

**VI. Additional Contexts (if applicable)**

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<th></th>
<th>not applicable</th>
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<th>meets expectations</th>
<th>strong performance</th>
<th>very strong performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places critical question in dialogue with other media</td>
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<tr>
<td>Places critical question in both disciplinary and interdisciplinary context(s)</td>
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</table>