

Humanities Core: Worldbuilding**Grading Rubric for Essay 3: Visual Analysis of a Worldbuilding Artwork by a Contemporary African American Artist**

	Argumentation	Organization	Methodology	Evidence	Language and Mechanics
A	Essay is controlled by a specific, arguable, and complex thesis that reflects a sophisticated, nuanced, and/or original interpretation of the topic; argumentation is unified and coherent throughout essay	Sequencing of ideas is not only logical but adds to the rhetorical impact of the essay; paragraph structure is dynamically linked to topic sentences and the main thesis of the essay; transitions create momentum; introduction and conclusion actively engage the reader and convey a sense of purpose and broader implication to the inquiry	Specific visual evidence drawn from observations about materiality, composition, and iconography, genre, and viewer engagement supports and accentuates overall interpretation; thematic (political and historical) and stylistic interpretation of artwork is original, insightful, and complex	Evidence is insightfully selected from primary and secondary sources and artfully integrated and explained using summary, paraphrase, and quotation; proper MLA citation practice is followed in the body text and in the Works Cited page	Virtually no errors in word choice, grammar, or orthography; exhibits style
B	Essay is controlled by a specific, arguable, and complex thesis that reflects a proficient interpretation of the topic; argumentation is largely unified and coherent throughout essay	Sequencing of ideas is logical and effective, leading to essay-level cohesion; each paragraph is unified and organized around a topic sentence linked to the main thesis; transitions between paragraphs are indicated both formally and conceptually; introduction and conclusion are rhetorically effective	Visual evidence drawn from observations about materiality, composition, iconography, genre, and viewer engagement supports overall interpretation; interpretation of artwork is both thematic (political and historical) and stylistic	Evidence is well-selected from primary and secondary sources, properly integrated using summary, paraphrase, and quotation, and explained when necessary; proper MLA citation practice is followed in the body text and in the Works Cited page	Few errors in word choice, grammar, and/or orthography and none that impede clarity of ideas; exhibits attention to proofreading and formatting
C	Essay may be controlled by a factual statement, but the articulation of the central idea is inarguable and/or lacks specificity and/or complexity; argumentation may lack unity or coherence in parts of the essay	Some lapses or digressions from the logical sequencing of ideas; topic sentences govern the construction of most paragraphs, but some are vague or less unified; some transitions between paragraphs are artificial or unconvincing; introduction and conclusion are adequate but unengaging	Essay may inadequately identify aspects of materiality, composition, iconography, genre, and/or viewer engagement; evidence may not fully support interpretation and/or interpretation of artwork is underdeveloped	Evidence is mostly well-selected from primary and secondary sources, but may be ineffectively integrated in summary, paraphrase or quotation and/or lack explanation; MLA citation practice is largely consistent, but may contain some errors in the body text or Works Cited page	Some errors in word choice, grammar, and/or orthography may be present but rarely impede clarity of ideas; exhibits some attention to proofreading and formatting
D	Essay may exhibit a general idea, but its articulation is non-factual, inarguable, vague, and/or undefined; essay as a whole lacks unity or coherence in argumentation	Logical sequencing of ideas hampered by major lapses or digressions; topic sentences absent or ineffective in paragraph construction; transitions between paragraphs are absent; introduction and conclusion are underdeveloped	Essay fails either to identify relevant components of materiality, composition, iconography, genre, and/or viewer engagement or to adopt methods appropriate to the task of a visual/art historical analysis	Evidence is poorly selected for the purpose of the argument; essay merely lists evidence, contains unnecessary repetitions, or leaves evidence unexplained; significant errors present in MLA citation practice	Errors in word choice, grammar, and/or orthography are frequent and/or impede clarity of ideas; little or no attention to proofreading and formatting

F	Essay exhibits no discernable central idea; little or no logical advancement of argument	Essay exhibits no logical sequencing, academic paragraph structure, transitions, introduction, and/or conclusion	Essay fails both to identify relevant components of materiality, composition, iconography, genre, and/or viewer engagement as well as to adopt methods appropriate to the task of a visual/art historical analysis	Essay does not provide evidence in support of argument; responsible citation practices are absent	Persistent errors in word choice, grammar, and orthography; no attention to proofreading and formatting
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