

**Rubric for MUL 235/236/335/336 Essays**

**Name** \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>INTRODUCTION</b> Setting Thesis Statement  <b>CONCLUSION</b>	Well-developed introduction engages the reader and creates interest. Thesis clearly states a significant and compelling position. Conclusion effectively wraps up and goes beyond restating the thesis.	Introduction creates interest. Thesis clearly states the position. Conclusion effectively summarizes topics.	Introduction adequately explains the setting, but may lack detail. Thesis states the position. Conclusion is recognizable and ties up almost all loose ends.	Setting details are a random collection of information. Thesis is vague or unclear. Conclusion does not summarize main points.
<b>MAIN POINTS</b> Body Paragraphs	Well-developed main points directly related to the thesis. Descriptions are concrete and detailed.	Main points are related to the thesis, but one may lack details. Descriptions use some details.	The narrative supports the thesis, but is lacking in detail.	The narrative contains very little accurate description to support the thesis.
<b>CRITICAL ANALYSIS/ POINT OF VIEW ARGUMENT</b>	The narrative provides significant critical analysis or argument well supported by musical examples.	The narrative includes critical analysis or argument with some supporting detail.	The narrative includes some critical analysis or argument with no supporting detail.	There is little critical analysis or argument in the narrative.
<b>STYLE</b> Sentence flow, variety, vocabulary, diction & tense	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful.	Writing is clear and sentences have varied structure. Diction is consistent.	Writing is clear, but sentences may lack variety. Diction is appropriate.	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction and tense usage.
<b>MECHANICS</b>	Punctuation, spelling, capitalization are correct. No errors.	Punctuation, spelling, capitalization are generally correct, with few errors.	Several errors in punctuation, spelling, capitalization.	Distracting errors in punctuation, spelling, capitalization.
<b>BIBLIOGRAPHY CITATIONS</b>	Bibliography entries and citations are consistent and correct in form; no errors. Sources are numerous and of quality.	Bibliography entries and citations are consistent and correct in form, with few errors. A small number of quality sources are cited.	Bibliography entries and citations contain several errors in consistency or form. At least one quality source cited; other sources lack quality.	No consistency or prescribed format used for bibliography entries or citations. No quality sources used.

**Introduction/Conclusion** \_\_\_\_\_ (8 points possible, score x 2)  
**Main Points** \_\_\_\_\_ (12 points possible, score x 3)  
**Critical Analysis/Point of View Argument** \_\_\_\_\_ (10 points possible, score x 2.5)  
**Style** \_\_\_\_\_ (10 points possible, score x 2.5)  
**Mechanics** \_\_\_\_\_ (6 points possible, score x 1.5)  
**Bibliography/Citations** \_\_\_\_\_ (4 points possible, score x 1)  
**Total Points** \_\_\_\_\_ (50 points possible)  
**Turnitin.com score** \_\_\_\_\_ **Grade** \_\_\_\_\_  
**Number of sources** \_\_\_\_\_

**A = 50 - 45 points      B = 44 - 40 points      C = 39 - 35 points      D = 34 - 30 points**