

	A	B	C	D
FACTUAL CONTENT	Papers are written with a clear and significant thesis which interprets sources (both primary and secondary as appropriate to the level of instruction) and develops a cogent analysis of the topic. Alternative scholarly views are given a robust account and response. Conclusions are clearly drawn and possibilities for further research articulated.	Thesis is present but not fully exposed or interpretation of secondary sources is insufficient or viewpoints of experts are superficially questioned.	Weak thesis, interpretation or evaluation, e.g., information is taken from sources (without reference to secondary literature) with some interpretation and evaluation, but not enough to develop a coherent analysis. Viewpoints of experts are taken as mostly fact, with little questioning.	Thesis is lacking or repetition of an item in the body of the work. E.g., Information is taken from sources (without reference to secondary literature) without any interpretation and evaluation. Viewpoints of experts are taken as fact, without question.
HERMENUTIC PERSPECTIVE	Demonstrates an understanding of the standpoint, motivation, and/or context in which sources were written, as well as an awareness of the thematic context the student is writing from, e.g., shows a sophisticated appreciation for the ways in which the sources have been shaped by historical and political forces or treated to some degree in the body of scholarly work on the topic.	Thesis is presented with superficial understanding of the standpoint, motivation, and/or context in which sources were written, as well as some awareness of the context the student is writing from. Makes some mention of the ways in which the sources have been shaped by historical and political forces or scholarly perspectives.	Demonstrates little understanding of the context, etc. in which sources were written, as well as almost no awareness of the context the student is writing from. May be more aware of others' assumptions than one's own (or vice versa). Makes no mention of the ways in which the sources have been shaped by historical and political forces or scholarly perspectives.	Demonstrates no understanding of the context in which sources were written, as well as almost no awareness of the context the student is writing from. Often states as assertions what are in fact assumptions. Makes no mention of the ways in which the sources have been shaped by historical and political forces.
ARGUMENTATION	The essay demonstrates a clear, well supported and well researched argument which is imaginative and takes into account the complexities of the issues involved. Demonstrates an ability to both analyze and synthesize information. Conclusions are logically derived from the evidence.	The essay demonstrates a clear and adequately supported and researched argument which, however, somewhat obvious and fails to take into account the complexities of the issues involved. Demonstrates an adequate ability to both analyze and synthesize information. Conclusions are somewhat obvious but are logically derived from the evidence.	The essay's argument is somewhat vague and leaves some terms undefined and ambiguous. The argument is simplistic, does not take into account the complexities of the issues involved, and demonstrate only a moderate ability to analyze and synthesize information. Conclusions are somewhat obvious and are not logically derived from the evidence. Information is often chosen to fit the conclusion.	The essay's argument is vague and leaves terms undefined and ambiguous. The essay treats the issues in the most simplistic manner and fails to demonstrate an ability to analyze and synthesize information. Conclusions are obvious or are inconsistently related to the information provided.