

Modernism Essay Rubric

Name _____ Score _____ Points/100 _____

Category	4 Exceeding	3 Meeting	2 Emerging	1 Beginning
Minimum Criteria	-2 ½ - 3 pages plus -Typed -12 pt. font -Explores one aspect of modernism -Explores three or more people/ism's	-2 ½ - 3 pages plus -Typed -12 pt. font -Explores one aspect of modernism -Explores three people/isms	Does not meet one or more aspects of the minimum criteria.	Does not meet most of the aspects of the minimum criteria.
Introduction	-Defines the aspect of modernism being discussed -Provides a through context for that aspect of modernism -Thesis statement is sophisticated and complex	-Defines the aspect of modernism being discussed -Provides some sort of context for that aspect of modernism -Thesis statement is clear	-Attempts to define the aspect being discussed -Provides little context for that aspect of modernism -Thesis is present, but is unclear and/or vague	-Does not define aspect of modernism being discussed -Provides no context for that aspect of modernism -Thesis does not appear to be present
Analysis	-Makes strong, insightful connections between aspect of modernism and people/ism's -Uses specific examples from life, works, and/or the world to support those connections	-Makes mostly insightful connections between aspect of modernism and people/ism's -Uses related examples from life, works, and/or the world to support those connections.	-Makes some connections between aspect of modernism and people/ism's but they may be vague or unclear -Uses examples from life, works, and/or the world, but those examples may seem irrelevant	-Makes little to no connections between aspect of modernism and people/ism's -Supports claims with little to no examples from life, works, and/or the world.
Grammar, Conventions, & Style	Overall, writing is sophisticated (diction, syntax, and sentence variety) with little to no mistakes in grammar and conventions.	Overall, writing is at grade level (diction, syntax, and sentence variety) with some mistakes in grammar and conventions that do not interfere with meaning.	Overall, writing is nearing grade level (diction, syntax, and sentence variety) with mistakes in grammar and conventions that sometimes interfere with meaning.	Overall, writing is below grade level (diction, syntax, and sentence variety) with mistakes in grammar and conventions that often interfere with meaning.

Notes: