Art History Scoring Sheet for Writing Assessment
(workshop conducted 4/7/08)

1. Engagement in the writing
   Demonstrates engagement with ideas and sources through a clearly stated thesis or focusing sentence, which is carried through to a logical conclusion. Engagement could be described as answering: “what do you, the student, bring to the topic?” and/or “what do you add to the conversation?” Similarly the conclusion does more than just restate the thesis and answers the “So what?” question.

2. Analysis and discussion
   Demonstrates analysis by making points supported by evidence tells rather than just providing summaries of sources used. Includes a discussion and synthesis of sources. Defines relevant concepts but also shows an understanding of what and when to define. Applies, as relevant, course concepts and theories. Uses technical and disciplinary vocabulary correctly.

3. Use of evidence
   Includes appropriate amount of description of artifacts/objects of analysis. Includes appropriate primary and/or secondary sources. Attention given to the quality of evidence and to how evidence is presented, including understanding when to quote and when to paraphrase from primary/secondary sources. Quotes are chosen carefully and use to support and/or highlight points.

4. Structure
   Body paragraphs are clearly organized and show a logical progression of points, with topic sentences related to the thesis and with transitions between paragraphs, sections, and ideas. Uses “signposting” in the thesis to indicate the focus and shape of the paper and follows through with key words or synonyms repeated throughout the paper.

5. Quality of writing
   Follows assignment directions; cites and documents sources correctly using appropriate style (usually MLA or Chicago); introduces sources appropriately, such as with signal phrases and other lead-ins; uses standard grammar, punctuation, spelling, and syntax; varies sentence structure; employs appropriate and correct word choices (affect/effect, simple/simplistic, aesthetics/ascetics).

6. Style and complexity of writing
   Uses appropriate voice and tone for the assignment. Maintains appropriate academic distance, including an understanding of how to use “I” as called for in an analytical paper. Sentences are interestingly constructed. Uses active voice to avoid passive or “dead” prose; uses adjectives appropriately and not to excess.

OVERALL SCORE

| More than satisfactory | Satisfactory | Less than satisfactory | Unsatisfactory |