

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.

More than satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory
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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.

More than satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory
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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.

More than satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory
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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.

More than satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory
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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).

More than satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory
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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.

More than satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory
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OVERALL SCORE

More than satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory
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