Humanities Rubric

(for Applied Design, Artistic Expression and Humanities categories)

	Emerging (1)	Good (2)	Very Good (3)	Excellent (4)	Truly Exceptional (5)
Presentation layout (visual elements, white space, color scheme, font size, etc)	Layout needs work and there are text errors.	Layout is good with occasional text errors.	Layout is very good and mostly free of text errors.	Layout is creative, free of text errors.	Layout is highly creative, visually compelling, and free of text errors.
Presentation organization & cohesion	Presentation may be disorganized or presented in short sections rather than as an integrated story	Presentation is not completely organized and not presented as a cohesive story	Presentation is a bit uneven, but overall a mostly cohesive story	Presentation is well organized and material is presented as a mostly cohesive story	Presentation is well-organized and the material forms a cohesive story
Question OR Thesis	Disciplinary question that inspired the project is absent Thesis is not stated	Disciplinary question that inspired the project is hinted at, but not stated Thesis of the project is hinted at, but not stated	Disciplinary question that inspired the project is stated Thesis is stated, but not focused	Disciplinary question that inspired the project is stated Thesis of the project is stated	Disciplinary question that inspired the project is clearly stated and elaborated upon. Thesis is clearly stated and focused
Significance of project	Significance of project in context with other works is not stated	Significance of project in context with other works is presented, but connections are not clear. Background sections rely on only one source	Significance of project in context with other works is present. Background comes from limited sources and may lack integration	Significance of project in context with other works is present. Background may lack integration.	Significance of project in the context of other works is clearly identified. Background synthesizes numerous sources.
Explanation of methods or sources	Draws upon one (or no other) source. Sources do not represent a variety of viewpoints. Lack of		Draws upon several sources, but the variety of viewpoints may be limited. Some historical,		Draws on multiple sources representing appropriate variety of viewpoints. Understanding of historical/geographical/cul

	historical, geographic, or cultural context.		geographic or cultural contexts are considered in interpretation, but not robustly.		tural context of sources is considered in evaluation and interpretation.
Presentation of results or argument	Presents findings, but interpretations are not connected to goals/thesis.\n\nRepresentative excerpts, passages, scans, or details from primary sources are not presented or captioned appropriately	Presents findings; interpretations are slightly connected to goals/thesis.\n\nRepresentative excerpts, passages, scans, or details from primary sources are present, but do not help with understanding the findings	Presents findings or interpretations and connects these to the goals/thesis, but there are minor lapses in clarify.\n\nRepresentative excerpts, passages, scans, or details from primary sources are presented and captioned appropriately, but connection to argument may be somewhat unclear	Effectively presents findings and connects these to the goals/thesis.\n\nRepresentative excerpts, passages, scans, or details from primary sources are captioned appropriately and aid understanding of the findings.	Effectively presents findings or interpretations and connects these to the goals/thesis with clarity.\n\nRepresentative excerpts, passages, scans, or details from primary sources are presented and captioned appropriately, in support of and enhancing understanding of argument as presented
Conclusions & Next Steps	Partially understands significance and limitations of analysis. Findings are not used to make correct conclusions or not connected back to original goals/thesis\n\nNext steps, lessons learned, or future work were vague or limited	Partially understands significance and limitations of analysis; findings are used, but not to make the best conclusions. Findings are only mildly connected back to original goals/thesis\n\nDiscusses next steps which may follow the findings or interpretations, but with errors or lack of clarity.	Presentation of the significance is limited. Connects findings to the goals/thesis, but there are minor lapses in clarity.\n\nDiscusses next steps	Presentation of significance is somewhat stated; connects findings to the goals/thesis, but there are minor lapses in clarity\n\nDiscusses next steps which logically follow the findings.	Analyzes implications of analysis and clearly illustrates significance. Conclusions strongly supported by the interpretations or evidence offered. Link back to goals/thesis.\n\nDiscusses future work with exceptional clarity; next steps clearly follow the results. New sources proposed.
Engages audience	Engagement with audience was limited	Good engagement, but consistently spoke too fast, slow or with reliance on slides or notes.	Effective in engaging audience with confidence and accessible language	Engages audience actively and effectively with confidence and accessible, discipline-specific language.	Engages audience and their ideas with highest enthusiasm and confidence, ignites great interest in presentation

Answers questions	Unable to answer some basic questions. Unwilling to consider alternative interpretations of materials or evidence	Answers basic questions but has some trouble with advanced questions	Answers to inquiries are adequate, although not always clear and concise. Accepts feedback.	Answers inquires with some clarify and concision, demonstrating good knowledge about the field	Answers inquiries with great clarity and concision, demonstrating exceptional knowledge about the field Accepts feedback and alternative interpretations of materials or evidence

Total possible points: 45
Each rubric item equally weighted

University of Missouri