

Scoring Rubric for the Saturation Research Paper

6 Superior

A 6 paper is clearly superior--well written, carefully sequenced, insightful and technically correct. A 6 paper does most or all of the following well:

- Demonstrates that the writer has clearly immersed himself/herself in the historical character.
- Displays insight, originality and/or critical thinking in approaching the topic.
- Uses enough details that the reader feels "saturated":
 - accurate, factual/historical details which will teach the reader about the historical character;
 - sensory/descriptive details which will help create a *You are there* feeling in the reader.
- Writer chooses a "significant" event or moment in the historical character's life.
- Writer brings that moment to life through techniques such as:
 - dialogue
 - interior monologue
 - use of showing, not telling
 - use of symbolism (if applicable)
 - use of other fictional/cinematic techniques.
- ∞ Paper clearly indicates *why* the event or moment was significant.
- Paper integrates the domains of writing:
 - sensory/descriptive
 - imaginative/narrative
 - practical/informative
 - analytical/expository.
- Paper engages and sustains the reader's interest.
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- Writer conveys judgments and opinions about this historical character through showing rather than telling.
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- Writer maintains a consistent "I" point of view.

- Writer consistently uses present tense, as if the event were happening now, or past tense, to share the event as a recollection; may switch tenses for a legitimate reason.
- Writer varies sentence structure and length.
- Paper uses in-text citations and includes a works cited page in correct format, documenting from at least three sources, including one book.
- Writer generally uses effectively the conventions of written English (spelling, punctuation, grammar, sentence structure, etc.)

5 Commendable

A 5 paper is a strong paper -- well written, clearly sequenced, thoughtful, and with few technical errors. Overall, it will fall short of the insight and the top quality crafting of the 6 paper. A 5 paper does most or all of the following:

- Demonstrates that the writer has more than adequately immersed himself/herself in the historical character.
- Displays less insight, originality and/or critical thinking in approaching the topic than a 6 paper, but is still thoughtful and somewhat original.
- Uses enough details that the reader feels "saturated":
 - accurate, factual/historical details which will teach the reader about the historical character;
 - sensory/descriptive details which will help create a *You are there* feeling in the reader.
- Writer chooses a "significant" event or moment in the historical character's life but the moment may not be conveyed as vividly as in a 6 paper.
- Writer brings that moment to life through such techniques as:
 - dialogue
 - interior monologue
 - use of showing, not telling
 - use of symbolism (if applicable)
 - use of other fictional/cinematic techniques.
- Paper uses showing and dramatizes the event but not as skillfully as in a 6 paper.
- Paper clearly indicates *why* the event or moment was significant.
- Paper integrates the domains of writing but not as richly as in a 6 paper:
 - sensory/descriptive

- imaginative/narrative
 - practical/informative
 - analytical/expository.
- Paper engages and sustains the reader's interest reasonably well.
 - Writer for the most part conveys judgments and opinions about this historical character through showing rather than telling.
 - Writer maintains a consistent “I” point of view.
 - Writer keeps the tense of the paper (either present or past) consistent and only switches tenses for a legitimate reason.
 - Writer varies sentence structure and length to some degree.
 - Paper uses in-text citations and includes a works cited page in correct format, documenting from at least three sources, including one book.
 - Writer generally uses effectively the conventions of written English (spelling, punctuation, grammar, sentence structure, etc.)

4 Adequate

A 4 paper is less well-handled than the 6 or 5 paper, but still addresses the key items in the prompt adequately. A 4 paper may be less thought-provoking, not as well sequenced, be less interesting, or contain errors in mechanics, spelling, grammar, etc. A 4 paper will exhibit some or all of these characteristics:

- Demonstrates that the writer has adequately immersed himself/herself in the historical character.
- Displays some insight, originality and/or critical thinking in approaching the topic but not as impressively as the 6 or 5 paper.
- Uses details, but not enough that the reader feels completely "saturated." Includes some:
 - accurate factual/historical details which will teach the reader about the historical character;
 - sensory/descriptive details which will help create a You are there feeling in the reader.
- Writer may not have chosen as “significant” an event or moment in the historical character’s life as one would expect.
- Writer partially reveals character's thoughts and feelings through such techniques as:
 - dialogue
 - interior monologue
 - use of showing, not telling

- use of symbolism (if applicable)
- use of other fictional/cinematic techniques.
- Paper adequately indicates *why* the event or moment was significant but not as powerfully as in a 6 or 5 paper.
- Paper integrates the domains of writing to some degree:
 - sensory/descriptive
 - imaginative/narrative
 - practical/informative
 - analytical/expository.
- Paper engages but may not sustain the reader's interest.
- Writer conveys judgments and opinions about this historical character through some showing rather than telling but also tells when he/she could show.
- Writer generally maintains a consistent "I" point of view.
- Writer generally stays in present or past tense but may switch tenses occasionally for no legitimate reason.
- Writer does not vary sentence structure and length very much.
- Paper uses in-text citations and includes a works cited page and documents in correct format. However, it may not include a book as one of sources.
- Writer has some problems in the conventions of written English (spelling, punctuation, grammar, sentence structure, etc.), but none that seriously impair the intended message.

3 Barely Adequate

A 3 paper maintains the general idea of the writing assignment but is weak in content, thought, organization, or the conventions of written English. A 3 paper will exhibit these characteristics:

- The writer does not clearly immerse himself/herself in the historical character.
- Displays little insight, originality and/or critical thinking in approaching the topic.
- Uses few details that the reader feels "saturated," or does not include both of the following:
 - accurate, factual/historical details which will teach the reader about the historical character;
 - sensory/descriptive details which will help create a You are there feeling in the reader

- Writer has not focused on a "significant" event or moment in the historical character's life or has not made the event clear.
- Writer does not reveal character's thoughts and feelings through techniques such as:
 - dialogue
 - interior monologue
 - use of showing, not telling
 - use of symbolism (if applicable)
 - use of other fictional/cinematic techniques.
- Paper does not clearly indicate *why* the event or moment was significant.
- Paper excludes two or more of the domains of writing:
 - sensory/descriptive
 - imaginative/narrative
 - practical/informative
 - analytical/expository.
- Paper does not engage or sustain the reader's interest.
- Writer fails to convey judgments and opinions about this historical character through showing rather than telling; tends to rely on telling.
- Writer does not establish a consistent "I" point of view.
- Writer does not vary sentence structure and length
- Paper does not contain in-text citations or contains few in-text citations. May be missing a works cited page. Sources may be minimal and documented incorrectly.
- Writer has some problems with the conventions of written English (spelling, punctuation, grammar, sentence structure, etc.) that interfere with the writer's message.

2 Little Evidence of Achievement

A 2 paper may misunderstand what a Saturation Research Paper is and is extremely weak in content, thought, sequencing, and the conventions of written English. A 2 paper will exhibit these characteristics:

- Demonstrates that the writer has not immersed himself/herself in the historical character at all and may appear to know very little about his/her subject.
- Displays no insight, originality and/or critical thinking in approaching the topic.

- Uses almost no details that the reader feels “saturated,” or does not include either of the following:
 - accurate, factual/historical details which will teach the reader about the historical character;
 - sensory/descriptive details which will help create a *You are there* feeling in the reader.
- Writer has not focused on a “significant” event or moment in the historical character’s life.
- Writer does not attempt to reveal character’s thoughts and feelings through such techniques as:
 - dialogue
 - interior monologue
 - use of showing, not telling
 - use of symbolism (if applicable)
 - use of other fictional/cinematic techniques.
- Paper does not indicate why the event was significant.
- Paper excludes two or more of the domains of writing and reads more like an encyclopedia entry.
 - sensory/descriptive
 - imaginative/narrative
 - practical/informative
 - analytical/expository.
- Paper does not engage or sustain the reader’s interest.
- Writer fails to convey judgments and opinions about this historical character through showing rather than telling; relies exclusively on telling.
- Writer does not write in the “I” point of view.
- Writer switches tenses frequently.
- Writer does not vary sentence structure and length; writes very little.
- Paper does not contain in-text citations or a works cited page.
- Writer has serious problems with the conventions of written English (spelling, punctuation, grammar, sentence structure, etc.) that interfere with the writer’s intended message.

1 Minimal Evidence Achievement

This paper contains all of the problems of the 2 paper, fails to respond to the prompt, and/or says so little so poorly that the reader cannot decipher the writer's intended message.