

CAP 115/123 IRP Project

Teacher Name:

Student Name:

CATEGORY	Below Expectations	At Expectations	Above Expectations
<p align="center">A. Purpose (and rationale for an interdisciplinary approach)</p>	<p>The purpose for writing is unclear or inconsistent.</p>	<p>Writing attempts to introduce the purpose of the text; attempts to define the context and scope of the topic and give some background of the problem, but may not provide a focus that is a holistic, integrative, or original; writing mentions taking an interdisciplinary approach, but may gloss over the rationale or only identify the selected disciplines without justification; purpose may be clear, but not provocative; ideas and passages may on the surface relate to thesis or may seem a little clunky; yet, overall purpose of the writing is detectable to intended audience.</p>	<p>Writing clearly and thoroughly introduces the <u>purpose</u> of the text; successfully identifies the topic/problem that is apt for interdisciplinary understanding, defines the context and scope of the problem, <u>and</u> clearly describes the rationale for taking an interdisciplinary approach to the problem; writing also identifies the disciplinary perspectives applied to the problem and provides a rationale for using these; writing provides a focus that is a holistic, integrated, and original; purpose is both clear and provocative; ideas and passages work to support the interpretive <u>thesis</u>.</p>
<p align="center">B. Audience Awareness</p>	<p>Writing lacks audience awareness; weak or sporadic in providing analysis of the image.</p>	<p>Writing is mostly effective for the intended audience, but may contain lapses in providing insight or analysis of the image; writing may provide details, but inconsistently integrate enough analysis; writing may include some weighty lines of explanation, sparse detail, or clumsy word choice that distract from the purpose of the essay; yet, overall writing demonstrates satisfactory audience awareness.</p>	<p>Writing is informative and valuable for the intended audience; effectively integrates rich and pertinent details and insights that engage readers in a transcendent understanding of the writer’s interpretation of the image and the evidence that supports that perspective.</p>
<p align="center">C. Content (critical thinking, evidence, and interdisciplinary integration)</p>	<p>Writing does not effectively provide evidence, integration, or demonstrate critical thinking skills.</p>	<p>Writing incorporates the required number of sources and attempts to integrate perspectives, but may not fully provide a holistic or original understanding of the problem; writing may lack a kind of cohesive critical reflection, yet it may demonstrate a compartmentalized understanding of issues; writing may leave gaps and depend on the reader to make connections; evidence is present, but may not be consistent or clearly connected in the text; writing may heavily rely on one perspective, rather than multiple disciplinary perspectives to inform the writer's conclusions.</p>	<p>Beyond expectation, writing effectively incorporates the required number of sources and integrates perspectives in a way that leads to a holistic (or new) understanding of the problem; writing succeeds in using rhetorical and critical implications toward a sophisticated understanding of the problem that is based on sound disciplinary evidence; evidence is selective and representative of two distinct disciplines, and insightfully and strategically integrated in support of the thesis; evidence demonstrates the writer’s researched understanding of the specific problem.</p>

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<p align="center">D. Content (drawing on disciplines; incorporating course content)</p>	<p>Writing may not follow assignment requirements; or, writing may have serious problems in the integration or documentation of sources.</p>	<p>Writing demonstrates an analysis of the problem, but a sketchy interdisciplinary understanding; evidence or supporting arguments are present, but may not engage the audience throughout the text; evidence may be drawn from disciplinary sources, but lack full rhetorical analysis, and therefore are used ineffectively in the text; writing may only partially consider a larger context for the problem or only deal with the issues at a surface level; writing may attempt to employ key concepts or other CAP 123 course content, but fall short of demonstrating an in-depth understanding.</p>	<p>Beyond sufficiency and appropriateness, writing demonstrates a close analysis of disciplinary texts, and uses evidence or supporting arguments in a way that engages the audience – clearly, logically, informatively, and persuasively; writing specifically and fully addresses the appropriate rhetorical situation(s) that affect the interdisciplinary problem; writing specifically and fully addresses the larger context from which and to which the problem extends; writing deliberately draws on CAP 123 course content, including key concepts, texts, lectures or other significant material related to the Cold War and epistemologies.</p>
<p align="center">E. Writing Quality</p>	<p>Writing lacks appropriate form and structure and demonstrates weak understanding or organizational strategies; writing shows some major problems recognizing appropriate language forms for given audience.</p>	<p>Writing mostly demonstrates an understanding of how form and structure help to make meaning; texts are shaped logically and in ways that craft relationships among the ideas, but may lack effective transitions or may not sustain reader's interest because a troublesome passage or a lack of overall cohesion; writing presents language that is appropriate for the given audiences, but some passages may be overly formal or friendly or demonstrate syntactic ruffles that interrupt the flow of the writing.</p>	<p>Writing demonstrates a sophisticated understanding of how form and structure help to make meaning; texts are shaped logically and in ways that craft relationships among the ideas, employing logical transitions from one section/paragraph to another, sustains reader's interest with clarity and cohesion of paper structure and precise word choice; writing provides accurate and appropriate documentation of sources; writing puts forth a voice, tone, and style that are in accordance with purpose and audience; writer demonstrates deliberate attention to syntax, vocabulary, and grammar; writer presents a clean project.</p>
<p align="center">F. Interdisciplinary Understanding</p>	<p>Writing doesn't quite get interdisciplinary process at all.</p>	<p>Writing demonstrates somewhat of an understanding of the interdisciplinary research process, but may not grasp its value toward solving complex problems or integrating disciplinary insights; writing may take a stab at presenting a new holistic understanding of the</p>	<p>Writing demonstrates the value of an interdisciplinary approach to a complex problem; an understanding of an interdisciplinary research process that draws on disciplinary knowledge and aims to integrate insights to reach a new holistic understanding or cognitive</p>

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G. Engage the writing process thoughtfully	Writing demonstrates little or no serious engagement on the part of the author in collaborative activities. Outside help was either ignored or used uncritically.	Writing appears to have benefited from collaborative activities. The author attempted to participate in peer review workshops, but may not have thoughtfully considered outside (peer, tutor, teacher) suggestions or demonstrated strong revision strategies.	Writing demonstrates a willingness on the part of the author to discuss ideas and texts with other writers. The author made considerable effort to participate in peer review workshops.

Project Score:

Score	Comments
15	14-15 = A; 11-13.9 = B; 9-10 = C; 6-8.9 = D; 0-5.9 = F
15	same as Category A
20	18-20 = A; 15-17.9 = B; 12-14.9 = C; 9-11.9 = D; 0-8.9 = F

Score	Comments
20	same as Category C.
20	same as Category C.
10	enter score from separate rubric

Score	Comments
check	This category may serve to raise or lower student's grade as the professor deems necessary.

100.00