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|  | Sophisticated (A) | Very Competent (B) | Fairly Competent (C) | Not Yet Competent (D) |
| Accuracy  (Grasp of  readings) | Paper represents the  authors’ ideas, evidence  or conclusions accurately,  fairly and eloquently.  Shows a firm understanding  of the implications of each  author’s argument(s). | Paper represents the  author’s ideas, evidence  and conclusions accurately. | Paper represents  the authors’ ideas,  evidence and  conclusions  accurately but  not sufficiently clearly.  Minor inaccuracies. | Paper misrepresents  the authors’ ideas,  evidence and/or  conclusions. Major  inaccuracies. Or  does not distinguish  between major ideas  and less relevant points. |
| Argument  (depth of  analysis) | Paper fully meets  requirements of assignment.  Explores implications of  chosen ideas for the arts in  classical Greece or today  in thoughtful and/or original  ways. Makes convincing  case for why selected key  ideas connect (or contradict)  two texts, and/or connect  (contradict) texts and lectures. | Paper fully meets the  requirements but does  not exceed them.  Makes good case for why  selected key ideas connect  (or contradict) two texts,  and/or connect (contradict)  texts and lectures. | Paper does not  address some  aspects of the  assignment.  Makes somewhat  unconvincing case  for why selected  ideas connect  (contradict) two  texts, and/or  connect (contradict)  texts and lectures. | Paper does not  address the assignment  Selects minor rather  than key ideas,  and/or does not show  why the selected ideas  connect (or contradict)  texts, and/or connect  (contradict) texts  and lectures. |
| Clarity | Consistently precise and  unambiguous wording,  clear and lucid sentence  structure. All quotations  are well chosen, effectively  framed in the text and  explicated where necessary. | Mostly precise and  unambiguous wording,  mostly clear sentence  structure. Mostly effective  choice of quotation.  Mostly effective framing  and explication of  quotation where  necessary. | Imprecise or ambiguous  wording. Confusing  sentence structure.  Poorly chosen quotations,  or ineffective framing and  explication of quotations. | Consistently imprecise  or ambiguous wording,  confusing sentence  structure. Quotations  contradict or confuse  student’s text.  Quotations used  to replace student’s  writing. |