**Critical Analysis Final Essay Rubric**

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|  | **Unacceptable (F)** | **Does Not Meet Expectations (D)** | **Approaches Expectations (C)** | **Meets Expectations (B)** | **Exceeds Expectations (A)** |
| Introduction | The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.  | The introduction does not provide context for the discussion at hand. There is no thesis statement.  | The introduction provides some context for the discussion at hand but is overly reliant on rhetorical questions, dictionary definitions, or sweeping generalizations. There is a thesis statement, but it does not accurately reflect the claims made in the body paragraphs of the essay.  | The introduction provides some compelling context for the discussion at hand but one or two sentences may be overly general or irrelevant. There is a thesis statement that anticipates some, but not all, of the claims made in the body of the essay.  | The introduction provides clear, concise, and compelling context for the analysis at hand. The essay includes a concise thesis statement that accurately reflects the claims made in the body of the essay.  |
| Body Paragraphs | The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.  | The body paragraphs do not include a topic sentence, relevant textual evidence, and/or a connection to the thesis statement.  | One body paragraph includes a topic sentence, strong textual evidence, and a clear connection to the thesis statement, but the other paragraphs need further development.  | Most of the body paragraphs include a topic sentence, strong textual evidence, and a clear connection to the thesis statement, but a few areas may need further development.  | All body paragraphs include a topic sentence, strong textual evidence, and a clear connection to the thesis statement.  |
| Conclusion | The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.  | There is no concluding paragraph.  | The conclusion either reiterates the central claims or considers the broader “so what” implications, but not both.  | The conclusion reiterates the central claims and considers the broader “so what” implications of the argument, but some portions may be vague or otherwise unclear.  | The conclusion thoroughly and critically reiterates the central claims and considers the broader “so what” implications of the argument.  |
| Analysis and Argument | The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.  | The student has crafted a broad argument about general technology and human dignity, but the case studies lack detail, and the overarching argument lacks depth. This demonstrates only a surface-level understanding of course concepts.  | The student has attempted to craft a clear, concise argument about healthcare technology and human dignity, but many portions of the case studies lack detail or connection to the overarching argument. This demonstrates some understanding of course concepts.  | The student has crafted a clear, concise argument about healthcare technology and human dignity, but one or two areas may lack detail or connection to the overarching argument. This demonstrates full understanding of the course concepts.  | The student has crafted a thorough, thoughtful, and concise argument about healthcare technology and human dignity. All case studies are clearly detailed, and the student has effectively connected them to the overarching argument. This demonstrates mastery of the course concepts.  |
| Evidence | The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.  | The essay includes evidence, but most of it does not fit with the claims or is overly general. Most of the sources are not credible or relevant.  | The essay includes some strong pieces of evidence, but some may not fit with the claims or be overly general. Some of the sources are not as credible or relevant as possible.  | The essay includes mostly strong evidence. Most of the sources are credible and relevant, though a few additional scholarly sources would benefit the argument.  | The essay includes exceptionally strong evidence, and all sources are credible and relevant. A majority of the sources are from scholarly sources.  |
| Illustrations | The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment. | The essay does not include images, or the images included are not relevant to the student’s analysis.  | The essay includes 1-2 relevant images with some analysis in the body of the essay of how they illustrate the case studies. Further develop in many areas would help strengthen the argument.  | The essay includes 2-3 relevant images with full analysis in the body of the essay of how they illustrate the case studies. One or two small areas may need additional development to strengthen the argument.  | The essay includes 3 relevant, compelling images with a thoughtful analysis in the body of the essay of how they illustrate the case studies.  |
| APA Format | The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment. | The student has cited all sources, but the citations are not in APA style or are inconsistent. The essay is not formatted according to APA style.  | The student has attempted to cite all sources and format the essay in APA style, but there are numerous errors throughout. | The student has attempted to cite all sources and format the essay in APA style, but there are a few errors. | The student has cited all sources accurately and formatting the entire essay in APA style. |
| Mechanics  | The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.  | The essay is significantly less than 5 pages, excluding tile page and references. The grammar, spelling, and syntax detract from the point the author is attempting to communicate.  | The essay is just under 4 pages, excluding tile page and references. The grammar, spelling, and syntax are somewhat appropriate for the point the author is attempting to communicate, but significant additional proofreading is needed.  | The essay is at least 5 full pages, excluding tile page and references. The grammar, spelling, and syntax are mostly appropriate for the point the author is attempting to communicate, but some additional proofreading is needed.  | The essay is at least 6-7 full pages, excluding tile page and references. The grammar, spelling, and syntax are appropriate for the point the author is attempting to communicate.  |
| Revision  | The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.  | The author has reviewed a first draft with the instructor but has not revised based on feedback.  | The author has reviewed a first draft with the instructor, but revision has focused primarily on surface issues such as grammar. Additional substantive revision in response to feedback is needed.  | The author has reviewed a first draft with the instructor, and most of the revision has been substantive. One or two pieces of feedback may still need to be addressed.  | The author has reviewed a first draft with the instructor, and all feedback has been addressed through revision.  |