

USF Sarasota-Manatee  
B.A. in English / Literature  
Final Exam Essay Assessment Scoring Rubric

DISCIPLINE-SPECIFIC KNOWLEDGE AND SKILLS: ASSESSMENT OF FINAL EXAM ESSAY QUESTIONS

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**OUTCOME 2:** Demonstrate an understanding of literature as an art form, evidencing certain aesthetic principles, which are relative and dynamic.

| SCORING SCALE  | Sample 1 | Sample 2 | Sample 3 | Sample 4 | Sample 5 | Sample 6 | Sample 7 |
|--|----------|----------|----------|----------|----------|----------|----------|
| <b>1 Falls far short of expectations:</b> <i>The essay does not demonstrate understanding of the conventions of tragedy or comedy or how they apply to the chosen play.</i>                          |          |          |          |          |          |          |          |
| <b>2 Falls short of expectations:</b> <i>The essay identifies only one convention of tragedy or comedy and explains generally how that convention appears in the chosen play.</i>                    |          |          |          |          |          |          |          |
| <b>3 Meets expectations (competence standard):</b> <i>The essay identifies more than one convention of tragedy or comedy and gives examples of how those conventions operate in the chosen play.</i> |          |          |          |          |          |          |          |
| <b>4 Exceeds expectations:</b> <i>The essay explains more than one convention of tragedy or comedy, and provides specific, cogent examples of how the chosen play works with those conventions.</i>  |          |          |          |          |          |          |          |

**OUTCOME 3:** Demonstrate the ability to analyze and evaluate criteria used in canonization in relation to writers and texts in the British and American traditions.

| SCORING SCALE  | Sample 1 | Sample 2 | Sample 3 | Sample 4 | Sample 5 | Sample 6 | Sample 7 |
|--|----------|----------|----------|----------|----------|----------|----------|
| <p><b>1 Falls far short of expectations:</b> <i>The essay does not demonstrate understanding of the concept of a literary canon.</i></p>   |          |          |          |          |          |          |          |
| <p><b>2 Falls short of expectations:</b> <i>The essay shows limited understanding of the concept of a literary canon and criteria used for canonization.</i></p>   |          |          |          |          |          |          |          |
| <p><b>3 Meets expectations</b> (competence standard): <i>The essay indicates a general understanding of canonical tenets and uses literary examples to discuss criteria used in canonization.</i></p>                                |          |          |          |          |          |          |          |
| <p><b>4 Exceeds expectations:</b> <i>The essay demonstrates a thorough, insightful understanding of canonical tenets, and it uses specific, cogent examples from literary texts to illustrate criteria used in canonization.</i></p> |          |          |          |          |          |          |          |

USF Sarasota-Manatee  
B.A. in English / Literature  
Major Paper Assessment Scoring Rubric

DISCIPLINE-SPECIFIC KNOWLEDGE AND SKILLS: ASSESSMENT OF MAJOR PAPER

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**OUTCOME 1:** Demonstrate an understanding of literary texts in light of the various cultural contextual issues that may impact their creation and/or reception.

| SCORING SCALE  | Sample 1 | Sample 2 | Sample 3 | Sample 4 | Sample 5 | Sample 6 | Sample 7 |
|--|----------|----------|----------|----------|----------|----------|----------|
| <b>1 Falls far short of expectations:</b> <i>The essay does not demonstrate understanding of the conventions of tragedy or comedy or how they apply to the chosen play.</i>                          |          |          |          |          |          |          |          |
| <b>2 Falls short of expectations:</b> <i>The essay identifies only one convention of tragedy or comedy and explains generally how that convention appears in the chosen play.</i>                    |          |          |          |          |          |          |          |
| <b>3 Meets expectations (competence standard):</b> <i>The essay identifies more than one convention of tragedy or comedy and gives examples of how those conventions operate in the chosen play.</i> |          |          |          |          |          |          |          |
| <b>4 Exceeds expectations:</b> <i>The essay explains more than one convention of tragedy or comedy, and provides specific, cogent examples of how the chosen play works with those conventions.</i>  |          |          |          |          |          |          |          |

**OUTCOME 4:** Demonstrate critical thinking skills in the conduct of literary argument and the judicious use of primary and secondary textual support.

| SCORING SCALE   | Sample 1 | Sample 2 | Sample 3 |
|---|----------|----------|----------|
| <p><b>1 Falls far short of expectations:</b> <i>The paper lacks textual support and does not address an arguable issue.</i></p>                           |          |          |          |
| <p><b>2 Falls short of expectations:</b> <i>The paper contains textual references, but they are minimal or do not support the argument.</i></p>           |          |          |          |
| <p><b>3 Meets expectations</b> (competence standard): <i>The paper integrates relevant textual references to support clear points of an argument.</i></p> |          |          |          |
| <p><b>4 Exceeds expectations:</b> <i>The paper integrates a variety of textual references to conduct a cogent, insightful argument.</i></p>               |          |          |          |

**OUTCOME 5:** Write effective, correct scholarly prose, in accordance with MLA style.

| SCORING SCALE   | Sample 1 | Sample 2 | Sample 3 |
|---|----------|----------|----------|
| <p><b>1 Falls far short of expectations:</b> <i>The paper contains serious deficiencies in more than one area: prose does not demonstrate understanding of MLA documentation, is not scholarly in style, or includes egregious errors in grammar/usage/mechanics.</i></p> |          |          |          |
| <p><b>2 Falls short of expectations:</b> <i>The prose is marginally effective, showing a notable deficiency in scholarly style, grammar/usage/mechanics, or MLA documentation.</i></p>  |          |          |          |
| <p><b>3 Meets expectations</b> (competence standard): <i>The prose is effective, when considering scholarly style, correct grammar/usage/mechanics, and accurate MLA documentation.</i></p>   |          |          |          |
| <p><b>4 Exceeds expectations:</b> <i>The paper's prose style is impressive, scholarly, correct, and well documented.</i></p>  |          |          |          |