

ENGLISH EDUCATION

LUTHER COLLEGE ENGLISH DEPARTMENT GRID FOR ASSESSING SENIOR PROJECTS

Project Author: _____

Project Title: _____

Semester and year: _____

Credits _____

Reviewer: _____

Adviser _____ 2nd Reader _____

Note: The following assessment criteria for senior projects are based on the English Department's goals for student achievement.

____ **1. Does the project demonstrate sophisticated reading? (Dept. goal 1, "to become a more sophisticated reader)**

1. Project is a superficial exploration of the works (primarily biography, or plot or topic description) rather than a critical engagement with the work at hand. Paper shows very little understanding of literary history, theory, or techniques as they apply to teaching.
2. Project's interpretation engages works superficially. Paper shows some understanding of literary history and literary techniques as these might apply to teaching the work.
3. Project explores the work or works with fair depth and complexity. Paper shows considerable understanding of literary history and literary tools—genres, structural elements, metaphorical language.—as these could apply to teaching.
4. Project shows mature depth of understanding and/or complexity in its reading. It shows nuanced and sensitive textual analysis and interpretation, and ample understanding of literary history and literary techniques that would apply to teaching the work.

____ **2. Is the paper written well? (Dept. goal 2, "to become a better, more flexible writer")**

1. The paper has poor sentence structure and overall organization with inappropriate word choice and few transitions. The paper includes many mistakes in mechanics (punctuation, run-on or fragmented sentences, spelling, grammar, usage). Introduction and conclusion are perfunctory and inadequate.
2. The paper has a few serious or distracting mechanical errors. Sentence structure is repetitive and/or sometimes awkward. The writer's word choice is occasionally inappropriate. The level of discourse is not up to the ideas at which it aims. The introduction and conclusion are sketchy.
3. The paper is understandable and has fine moments, but there is occasional awkwardness in sentence structure and transitions. The organization is clear, and there are only a few careless mechanical errors. There are only occasional inadequacies in word choice, so the discourse is adequate to the ideas. The introduction and conclusion adequately prepare for and summarize the argument.
4. The paper is a pleasure to read. The writer's ideas are clearly and fluently expressed, and transitions help the reader more clearly follow the argument. Introduction and conclusions seize the reader's attention and imagination and reach toward eloquence. Maturity of style holds the reader's interest. Writer has clear command of vocabulary and sentence structure and the level of discourse makes ideas clear that would otherwise be difficult or obscure.

____ **3. Does the project show critical and creative thought in its approach to education? (Dept. goal 4, "to become a more creative and critical thinker")**

1. Project offers an ill-conceived plan for teaching the works, possibly based on a weak reading or understanding of them.

2. Project design (or argument) has some merit but feels more like busy work than engagement with serious learning objectives.

3. Project shows good understanding of student abilities, educational objectives, and/or how the work is translated into a teaching plan or argument about education.

4. Project shows promise of creatively engaging students, generating excitement, engagement, and a deepened sense of the literature, in a realistically conceived plan, or through a convincing argument.

____ **4. Does the paper exhibit good scholarship? (Dept. goal 4, “to become a more creative and critical thinker”)**

1. Paper relies on insufficient sources. Sources are not integrated into the writer’s argument. The writer makes little attempt to evaluate the sources and shows minimal innovative investigation. The paper is under-documented and has a slim and flawed bibliography.

2. Paper relies on the minimal necessary scholarly sources. Paper could be described as falling into parts based on the sources that are used. Writer may rely too heavily on quotation. There is some evidence that the writer has evaluated sources. Paper is documented when quotations are used, but there are questions about whether summarized material is accurate or fully paraphrased. The bibliography reflects a weak survey of the appropriate scholarship and has errors.

3. Paper has integrated well an adequate number of sources. The writer introduces the sources and integrates them into the argument but the source evaluation is uneven, with an imbalance of summary and quotation. Writer understands how to document and the bibliography is correct and adequate, with an appropriate range of the right sources.

4. Paper shows understanding of the critical conversation and the ability to join in. The writer carefully contextualizes source material (quotation or paraphrase) within its original, larger argument and skillfully enfoldes the source’s argument into the writer’s own argument. The writer carefully balances summarized and quoted material and documents correctly. The bibliography shows a range of aggressively sought-out and exactly right resources.

____ **5. Does the project convey the writer's active moral and/or aesthetic imagination in a way that invites and serves readers? (Dept. goal 5, “to develop moral imagination, ethical values, and a sense of vocation”)**

1. The writer has created a report that could have been put together by anyone and with no distinct educational purpose.

2. The writer stakes a very tentative educational aim with little indication of how the work at hand might fit into a larger educational and moral framework.

3. The writer demonstrates a distinct sense of educational mission in the project including insight into the moral and/or aesthetic value of the proposed reading to its school audience.

4. The writer identifies the intellectual, social, aesthetic, or moral issues at stake in the project and clearly takes a position that shows both an active and mature judgment and an imaginative capability appropriate to an educator.

____ **TOTAL SCORE**

____ **REVIEWER’S GRADE**

____ **FINAL GRADE**