

Assessment guidelines for written work: Grow-to-glow rubric

By S. Calkins, K. Reece (adapted from K. Reece, T. Häberlein, S. Calkins)

Objective <i>(to be adapted per course):</i> Instructions for the assessment <i>(to be adapted per course):</i>					
Assessment Criteria					
Aspects to grow <i>(Areas that could be improved)</i>	Expectations	Aspects that glow <i>(Evidence exceeding standards)</i>	Grade: 1,0-5,0	% of Final Grade	Subtotal
1. Research Question			1.7	10	i.e. 0.17 (=grade 1.7 x 0.1)
	Question: The question is clear, specific, and relevant or innovative, demonstrating a clear grasp of the central course themes.				
2. Structure and Organization			1.3	10	i.e. 0.13 (=grade 1.3 x 0.10)
	Clear Thesis Statement: The paper should have a clear and concise thesis statement that outlines the main argument or purpose. Each subsection is clearly tied back to and contributes to advancing the main argument. Introduction and Conclusion: The introduction should effectively set up the topic and the conclusion should provide a strong summary and implications of the findings.				

	Logical Flow: The argument should be signposted and progress logically, with each section building on the previous one. (Photo Documentation: The essay is supported with relevant pictures and visuals, which are all properly referenced.)		
3. Breadth, Relevance and Use of Literature			15
	Choice and Variety of Literature: The sources are well-chosen and relevant to the question/argument. The author has identified appropriate sources beyond the course material and cites them correctly. Critical Reflection: The argument is situated in a critical discussion of the literature (for BA theses, its contributions to that literature are made clear).		
4. Ethnographic evidence (empirical and/or literature-based research)			20
	Choice of Ethnographic Material: Finding evidence that supports the argument in ethically sound ways. Use of ethnographic sources and methods that are appropriate to the question. Use of Ethnographic Material: Fitting ethnographic material is used to build evidence anthropologically (i.e. to back up, challenge and rethink the argument and supporting literature). Demonstrated capacity for engaging in ethnographic theorizing.		

	Positionality and Reflexivity: The author reflects on their positionality vis-à-vis the research question/topic.				
5. Critical Thinking and Reflection				25	
	Contribution: Makes a clear argument and contribution, and argues it consistently across the paper. Building Arguments: Demonstrates strong analytical grasp of major themes, concepts, and literature, and critically engages them to build the argument. Originality: Evidence of original and critical thinking that attempts to challenge or push beyond established debates.				
6. Writing Quality				10	
	Clarity and Precision: The writing is clear, precise, and accessible. Grammar and Syntax: The paper is free of grammatical errors and spelling mistakes. Voice and Expression: Engaging writing which entices interest in the subject matter. Avoids generic language and demonstrates clarity and originality of voice.				
7. Adherence to Guidelines				10	
	Professional Presentation: All parts of the paper (cover page, table of contents, page numbers, bibliography, list of figures, if applicable) are present and professionally presented, with consistent font, margins, and				

	spacing. Any figures, tables, or appendices should be clearly labeled and referenced. The formatting is clear, concise, and consistent with the course guidelines. Bibliography and Citation Style: The paper uses a consistent author-date citation style (i.e. Chicago or APA). Bibliography is complete and uses reliable sources. Deadlines: The paper adheres to deadlines. AI: Adheres to guidelines on the use of AI set out by the Fachgruppe.		
Overall Assessment/General Comments			
Final Grade			(add all 7 subtotals here and round)