

East Asian Languages and Cultures  
Senior Project Evaluation Guidelines  
last update July 2016

Criteria	Fail to meet expectations	Beginning level of performance	Partially meet expectations	Achievement of objective
<b>1. Thesis: State clearly a research question and original central argument in relation to others' views/scholarship</b>	No argument	Question and central argument are unclear, or with no response to others' views	Central argument is not very clear but responds to others' views	Question and original argument are clear and respond to others' views
<b>2. Perspective: Understand scholarly and native perspectives on East Asian peoples and cultures</b>	Show no understanding or show biases/prejudices	Show awareness of different perspectives	Use some relevant perspectives	Understand both scholarly and native perspectives
<b>3. Source: Identify and use appropriate sources and cite them appropriately</b>	Fail to identify and use appropriate sources with little citations	Identify and use some sources but cite poorly	Identify and use some basic and important sources; citations not consistent	Identify and use appropriate sources and cite them appropriately
<b>4. Support: Use sub-arguments, analyses, and interpretations to support thesis (central argument)</b>	Insufficient sub-arguments, analyses, and interpretations	Present in some parts of the paper	Present in many parts of the paper	Cohesive and sustained throughout the paper
<b>5. Evidence: Analyze, explain, and interpret evidence to support arguments</b>	Insufficient evidence	Some evidence without analysis and interpretation	Evidence with some analyses, explanations, and interpretations	Deep analyses, through explanations, and complicated interpretations of the significance of evidence
<b>6. Organization: Give the essay a cohesive and logical structure, with paragraph topic sentences.</b>	Major glitches in organization; structure lacks logic; no topic sentences	Mediocre structure; minor glitches	Generally logical structure; some topic sentences	Cohesive and logical structure with paragraph topic sentences
<b>7. Significance: Communicate the significance of the thesis (So what? Who cares?)</b>	No significance	Weak significance	Certain sense of significance	Apparent and compelling significance, a logical extension of the thesis
<b>8. Academic English: Demonstrate control of standard American English for academic audience</b>	Write poor English; lots of grammatical errors or unconventional usages; not targeting academic audience	Lots of grammatical errors	Some grammatical errors	Have control of standard American English for academic audience