2019-2020 and 2020-2021 Writing Rubric Results: AB, AAM, BD, CCT Programs

critical analysis of spic and thoughful interpretation and application of source material, and application of a		Outstanding (4)	Effective (3)	Adequate (2)	Poor (1)	Unacceptable (0)	Totals
No. 11 21 9 1 0 42 Is clearly stated, strong and compelling. Immediately generates interest: Is appropriate to a academic audience. Percent 26.2% 57.1% 16.7% 0% 0% 100% Adheres to the standards of edited American English with appropriate use of grammar, punctuation, Spelling throughout 23.8% 47.6% 23.8% 48% 0% 100% No. 10 20 10 2 Paper is rife with spelling throughout sus of grammar, punctuation and spelling throughout workboilty or wocabulary, sentence structure are avaried and Corganization Percent 28.8% 52.4% 19.0% 0% 0% 100% Percent 28.8% 52.4% 19.0% 0% 0% 100% Percent 28.8% 52.4% 19.0% 0% 0% 100% Structure and Organization Percent introduction to conclusion Is a seamless, logical progression that is oasily outlined. No logical gaps. Supporting points are well developed are read of conduction, but transitions are clear if not always developed.	Critical Thinking	sound rhetorical practice. Supports thesis using valid, logical argument that demonstrates critical analysis of topic and thoughtful interpretation and	sound rhetorical practice with minimal fallacies. Logic of the paper is valid and proves thesis. Demonstrates critical analysis of topic and	basically valid, though there are a few logical fallacies and non sequiturs. Demonstrates analysis of the topic and some application of	basically valid, but with logical fallacies and non sequiturs. Demonstrates only limited analysis of	develop any logical argument. Lacks analysis of topic and fails to apply source material to	
Is clearly stated, strong and compelling, Immediately generates interest. Is appropriate to a academic audience. Percent 26.2% 57.1% 16.7% 0% 0% 100% 100% Adheres to the shandards of edited American English with appropriate use of grammar, punctuation and spelling throughout. Percent 23.6% 47.6% 23.8% 4.8% 0% 100% spelling, propriately last and concise. No unimal technical wocabulary appropriately last clear and concise. Vocabulary, sentence structure are varied and Organization Percent 128.6% 52.4% 19.0% 0% 0% 100% 100% 100% 100% 100% 100%	Percent	26.2%	50%	21.4%	2.4%	0.0%	100%
Thesis Thesis	No.	11	21	9	1	0	42
Adheres to the standards of edited American English with appropriate use of grammar, punctuation and spelling throughout. Percent 23.8% 47.6% 23.8% 4.8% 0% 100% No. 10 2 10 2 0 42 Uses academic language and Englosh vocabulary, appropriately, is clear and concise. Vocabulary, sentence structure are varied and Organization Percent 28.6% 52.4% 19.0% 0% 0% 100% Structure and Organization of Corganization of Corganization of Corganization of Corganization of Corganization of Corganization of Corpanization of Co	Thesis	strong and compelling. Immediately generates interest. Is appropriate to academic	appropriate to an academic	Is stated and clear.	unclear or very	totally unclear, or is patently self-	
Adheres to the standards of edited American English with appropriate use of grammar, punctuation and spelling throudhout. 23.8% 47.6% 23.8% 4.8% 0% 100%	Percent	26.2%	57.1%	16.7%	0%	0%	100%
Grammar, Punctuation, Spelling Percent 23.8% 47.6% 23.8% 4.8% 0% 100% No. 10 20 10 2 0 42 Uses academic language and Syntax Language and Syntax Language and Syntax Percent 28.6% 52.4% 19.0% 0% 0% 0% 100% No. 12 22 8 0 0 42 Flows neatly from introduction to conclusion. Is a seallest organization Structure and Organization Structure and Organization Structure and Organization Spelling minor errors. intelligible amid some errors, but errors to deen not damage author's credibility. Frequency of errors damage author's credibility. Frequency of errors damage author's credibility. 23.8% 47.6% 23.8% 4.8% 0% 100% Argument is communicated. Language is sufficiently sophisticated or paper is so needlessly verbose. Complexity befit intended audience. Structure and Organization Flows neatly from introduction to conclusion. Is a sealley outlined. No logical gaps. Supporting points are well developed. Structure and Organization Frequency of errors damage author's credibility. Frequency of errors damage author's credibility. Pagummar errors to the point of being unintelligible. Argument is communicated, but language is unsophisticated or paper is so needlessly verbose. Supporting points are clear. Supporting points are clear if not always developed. Supporting points are clear if not always developed. Supporting points are clear if not always developed.	No.	11	24	7	0	0	42
No. 10 20 10 2 0 42	Punctuation,	standards of edited American English with appropriate use of grammar, punctuation and spelling		intelligible amid some errors. Frequency of errors does not damage	intelligible amid the errors, but frequency of errors damages author's	spelling, punctuation, grammar errors to the point of being	
Language and Syntax Uses academic language is clear and concise. No undue verbosity or choppiness; vocabulary, appropriately. Is clear and concise. Vocabulary, sentence structure are varied and Percent Percent Structure and Organization Organization Uses academic language is clear and concise. No undue verbosity or choppiness; vocabulary, sentence complexity befit intended audience. Vocabulary, sentence structure are varied and Percent Structure and Organization Uses academic language is clear and concise. No undue verbosity or choppiness; vocabulary, sophisticated without being overly verbose. Vocabulary, sentence complexity befit intended audience. Vocabulary, sentence structure are varied and Flows neatly from introduction to conclusion. Is a seamless, logical progression that is easily outlined. No logical gaps. Supporting points are celear. Supporting points are well developed Argument is communicated. Language is unsophisticated or paper is so needlessly verbose. Intended audience. Supporting points are clear if not always developed. Argument is communicated. Language is unsophisticated or paper is so needlessly verbose. Slang or colloquialism is used; words are frequently confused or misemployed, or meedlessly verbose. Slang or colloquialism is used; words are frequently confused or misemployed, or meedlessly verbose. Slang or colloquialism is used; words are frequently confused or misemployed, or meedlessly verbose. Slang or colloquialism is used; words are frequently confused or misemployed, or meedlessly verbose. Slang or colloquialism is used; words are frequently confused or misemployed, or meedlessly verbose. Slang or colloquialism is used; words are frequently confused or misemployed, or meedlessly verbose. Slang or colloquialism is used; words are frequently confused or misemployed, or meedlessly verbose. Slang or colloquialism is used; words are frequently confused or misemployed, or meedlessly verbose. Slang or colloquialism is used; words are frequently confused or	Percent		47.6%	23.8%	4.8%	0%	100%
Language and Syntax language and Echnical vocabulary appropriately. Is clear and concise. Vocabulary, sentence structure are varied and organization Structure and Organization Communicated. Language is sufficiently sophisticated without being overly verbose.	No.	10	20	10	2	0	42
No. 12 22 8 0 42 Structure and Organization Flows neatly from introduction to conclusion. Is a seasily outlined. No logical gaps. Supporting points are well developed Structure and Organization 12 22 8 0 0 42 Basic structure is present (intro, body, conclusion), body, conclusion), body, conclusion, body, conclusion, body, conclusion, but transitions are less clear. Supporting points are clear if not always developed. Supporting points are well developed Supporting points		language and technical vocabulary appropriately. Is clear and concise. Vocabulary, sentence structure	and concise. No undue verbosity or choppiness; vocabulary, sentence complexity befit	communicated. Language is sufficiently sophisticated without being	communicated, but language is unsophisticated or paper is so needlessly verbose that credibility is	colloquialism is used; words are frequently confused or misemployed, or paper is intentionally or	
Structure and Organization Flows neatly from introduction to conclusion. Is a seamless, logical progression that is easily outlined. No logical gaps. Supporting points are well developed Flows neatly from introduction to conclusion. Is a seamless, logical progression that is easily outlined. No logical gaps. Supporting points are clear. Flows neatly from introduction to good construction. Easily outlined by the reader. Logical body, conclusion), body, conclusion), but transitions are less clear. Supporting points are clear if not always developed. Supporting points Flows neatly from introduction to good construction. Easily outlined by the reader. Logical body, conclusion), but transitions are less clear. Supporting points are clear if not always developed. Supporting points Flows neatly from introduction, body, conclusion), but transitions are less clear. Supporting points are clear if not always developed. Supporting points	Percent	28.6%	52.4%	19.0%	0%	0%	100%
Structure and Organization Structure and Organization introduction to conclusion. Is a seamless, logical progression that is easily outlined. No logical gaps. Supporting points are well developed introduction to conclusion. Is a seally outlined by the reader. Logical gaps are at a minimum. Supporting points are clear if not always developed. introduction to conclusion. Is a seally outlined by the reader. Logical gaps are at a minimum. Supporting points are clear if not always developed. Supporting points	No.	12	22	8	0	0	42
Percent 31.0% 17.6% 21.4% 0.00/ 0.00/ 10.00/		introduction to conclusion. Is a seamless, logical progression that is easily outlined. No logical gaps. Supporting points	good construction. Easily outlined by the reader. Logical gaps are at a minimum. Supporting points	present (intro, body, conclusion), but transitions are less clear. Supporting points are clear if not	present (intro, body, conclusion), but has a number of logical gaps/lack of transitions between paragraphs.	clear introduction, body, or conclusion. It would be impossible to	
1 GIUGHT 31.070 47.070 21.470 0.070 0.070 100%	Percent	31.0%	47.6%	21.4%	0.0%	0.0%	100%

	Outstanding (4)	Effective (3)	Adequate (2)	Poor (1)	Unacceptable (0)	Totals
No.	13	20	9	0	0	42
	Paper demonstrates	Paper demonstrates	Paper demonstrates	Paper demonstrates	Paper does not	
	knowledge of	knowledge of	some knowledge	limited knowledge	demonstrate use of	
	Catholic doctrine.	Catholic doctrine.	and use of the	and use of	Catechism,	
	Uses Catechism,	Correct use of	Catechism,	Catechism, Sacred	Scripture, or	
	Scripture,	Catechism, Sacred	Scripture, or	Scripture, or	conciliar	
Use of	documents to	Scripture, or	conciliar	conciliar	documents to	
Resources	support argument	conciliar	documents. Though	documents in	support argument,	
11000011000	in a way that	documents in	some important	support of thesis,	or sources are used	
	demonstrates clear	support of thesis.	sources are	but they are not	incorrectly or	
	understanding of	No major sources	overlooked,	well employed or	ineffectively.	
	how the resources	are ignored.	sources are	accurately applied.		
	relate to the subject		adequately			
	matter.		employed.			
Percent	23.8%	42.9%	33.3%	0%	0%	100%
No.	10	18	14	0	0	42
	Summary,	Adequate use of	Uses summary,	References are	Fails to follow	
	paraphrase and	summary,	paraphrase, and	used but do not	CMOS guidelines	
	quotation are used	paraphrase and	quotation, but not	follow CMOS	for documentation	
Documentation	correctly and	quotation with	always correctly or	guidelines. Uses	and integration of	
of Resources	accurately; uses	attribution;	lacks attribution.	incomplete	sources.	
	attribution;	references are	References are	summary or		
	documents sources	done largely in	used but do not	paraphrase, or		
	correctly using	accordance with	always follow	incorrect use of		
Damant	CMOS	CMOS with limited	CMOS quidalinas	direct quote	00/	1000/
Percent	35.8%	33.3%	23.8%	7.1%	0%	100%
No.	15	14	10	3	0	42

This rubric is used to assess outcomes in communication, critical thinking, and understanding of Catholic tradition and Scripture for the AB, BPHIL, AAM, BD, and CCT programs.

rev. Mar 2021