

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

	Outstanding (4)	Effective (3)	Adequate (2)	Poor (1)	Unacceptable (0)	Totals
Critical Thinking	Argues thesis using sound rhetorical practice. Supports thesis using valid, logical argument that demonstrates critical analysis of topic and thoughtful interpretation and application of	Argues thesis using sound rhetorical practice with minimal fallacies. Logic of the paper is valid and proves thesis. Demonstrates critical analysis of topic and application of	Logic of paper is basically valid, though there are a few logical fallacies and non sequiturs. Demonstrates analysis of the topic and some application of source material.	Logic of paper is basically valid, but with logical fallacies and non sequiturs. Demonstrates only limited analysis of topic.	The paper does not develop any logical argument. Lacks analysis of topic and fails to apply source material to argument.	
Percent	26.2%	50%	21.4%	2.4%	0.0%	100%
No.	11	21	9	1	0	42
Thesis	Is clearly stated, strong and compelling. Immediately generates interest. Is appropriate to academic audience.	Is clearly stated and appropriate to an academic audience.	Is stated and clear.	Is stated, though unclear or very weak.	Is never stated, is totally unclear, or is patently self-evident.	
Percent	26.2%	57.1%	16.7%	0%	0%	100%
No.	11	24	7	0	0	42
Grammar, Punctuation, Spelling	Adheres to the standards of edited American English with appropriate use of grammar, punctuation and spelling throughout.	There are a few minor errors.	Argument is intelligible amid some errors. Frequency of errors does not damage author's credibility.	Argument is intelligible amid the errors, but frequency of errors damages author's credibility.	Paper is rife with spelling, punctuation, grammar errors to the point of being unintelligible.	
Percent	23.8%	47.6%	23.8%	4.8%	0%	100%
No.	10	20	10	2	0	42
Language and Syntax	Uses academic language and technical vocabulary appropriately. Is clear and concise. Vocabulary, sentence structure are varied and	Language is clear and concise. No undue verbosity or chopiness; vocabulary, sentence complexity befit intended audience.	Argument is communicated. Language is sufficiently sophisticated without being overly verbose.	Argument is communicated, but language is unsophisticated or paper is so needlessly verbose that credibility is damaged.	Slang or colloquialism is used; words are frequently confused or misemployed, or paper is intentionally or needlessly verbose.	
Percent	28.6%	52.4%	19.0%	0%	0%	100%
No.	12	22	8	0	0	42
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	Has elements of good construction. Easily outlined by the reader. Logical gaps are at a minimum. Supporting points are clear.	Basic structure is present (intro, body, conclusion), but transitions are less clear. Supporting points are clear if not always developed.	Basic structure is present (intro, body, conclusion), but has a number of logical gaps/lack of transitions between paragraphs. Supporting points	Paper is without a clear introduction, body, or conclusion. It would be impossible to outline the paper.	
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
Use of Resources	Paper demonstrates knowledge of Catholic doctrine. Uses Catechism, Scripture, documents to support argument in a way that demonstrates clear understanding of how the resources relate to the subject matter.	Paper demonstrates knowledge of Catholic doctrine. Correct use of Catechism, Sacred Scripture, or conciliar documents in support of thesis. No major sources are ignored.	Paper demonstrates some knowledge and use of the Catechism, Scripture, or conciliar documents. Though some important sources are overlooked, sources are adequately employed.	Paper demonstrates limited knowledge and use of Catechism, Sacred Scripture, or conciliar documents in support of thesis, but they are not well employed or accurately applied.	Paper does not demonstrate use of Catechism, Scripture, or conciliar documents to support argument, or sources are used incorrectly or ineffectively.	
Percent	23.8%	42.9%	33.3%	0%	0%	100%
No.	10	18	14	0	0	42
Documentation of Resources	Summary, paraphrase and quotation are used correctly and accurately; uses attribution; documents sources correctly using CMOS	Adequate use of summary, paraphrase and quotation with attribution; references are done largely in accordance with CMOS with limited	Uses summary, paraphrase, and quotation, but not always correctly or lacks attribution. References are used but do not always follow CMOS guidelines	References are used but do not follow CMOS guidelines. Uses incomplete summary or paraphrase, or incorrect use of direct quote	Fails to follow CMOS guidelines for documentation and integration of sources.	
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.

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