Common Student Writing Rubric *

Department of Theology & Philosophy | Department of Interdisciplinary Studies

(15%)　Grammar and Vocabulary (assign any value from 0 through 15)

- **15** Sentences consistently and effectively convey information and argument; sentences are varied, use proper grammar, vocabulary, and spelling
- **10** Generally good sentence structure, grammar, vocabulary, and spelling; only occasional problems
- **5** Many sentences poorly structured or awkwardly phrased; frequent grammar, punctuation, and spelling errors
- **0** Poor sentence construction throughout; basic errors in grammar, punctuation, word choice, and spelling interfere with communication

(15%)　Organization and Focus (assign any value from 0 through 15)

- **15** Well-organized and tightly focused paper flows from a purposeful introduction, through coherent and unified paragraphs, to a distinct and relevant conclusion
- **10** Generally well-organized paper, with purposeful introduction/relevant conclusion; paragraphs are coherent, but the paper does not sustain a tight focus throughout
- **5** Paper poorly organized and lacks clear focus; introduction/conclusion and paragraphs frequently lack coherence; theme, purpose, or argument is lost in digressions
- **0** Confusing structure or wandering text throughout the paper; theme, purpose, or argument is not readily evident or absent

(20%)　Support and Documentation (assign any value from 0 through 20)

- **20** Develops ideas with rich, relevant detail, evidence or argument; excellent use of resources with proper documentation
- **15** Develops ideas with some detail, evidence or argument; good use of resources with good documentation
- **10** Weakly developed ideas or generalizations, with weak supporting evidence or argument; unsatisfactory use of resources with improper or missing documentation
- **5** Frequent unsupported claims or generalizations, lacking detail and coherent argumentation; poor or undocumented use of resources
- **0** Utilizes many affirmations with no level of detail, development, or supporting documentation

(50%)　Content and Critical Thinking (assign any value from 0 through 50)

- **50** Creative, critical, and original thinking or reflection with consistently accurate and reliable content; excellent comprehension, analysis, synthesis, evaluation and application
- **40** Good critical thinking or reflection evident with generally accurate and reliable content; some new ideas, with good comprehension, analysis, synthesis, evaluation, and application
- **30** Some original analysis or reflection with a fair understanding of important concepts; acceptable level of analysis or synthesis, with application generally related to the assignment
- **20** Presentation of important concepts, with neither new ideas nor original analysis or reflection; some minor factual errors; application minimally related to the assignment
- **10** Incomplete or inaccurate presentation of important concepts; evident lack of comprehension and major factual errors; unsatisfactory application to goals of the assignment
- **0** No comprehension of important concepts; mere compilation of source material resembling cut-and-paste; application unrelated to the assignment

* Alternately, an instructor may choose to utilize a rubric of 70% Content (critical thinking, support, documentation) / 30% English usage (grammar, vocabulary, organization, focus).