



SAMPLE LANGUAGE FOR WRITING A RUBRIC

Knowledge	Proficient	Competent	Novice
<p>Critical analysis</p> <ul style="list-style-type: none"> - Evaluation of topic and development of thesis - Evidence provided to support thesis 	<ul style="list-style-type: none"> - The thesis is clearly stated, and demonstrates a detailed analysis of the topic - The thesis takes a strong position, and is either valid or, based on the evidence presented, plausibly true. - Evidence provided is directly relevant to the thesis 	<ul style="list-style-type: none"> - The thesis is clearly stated, but represents a superficial analysis of the topic - Evidence provided may not be directly relevant to the thesis, and significant justification for use of evidence is required. 	<ul style="list-style-type: none"> - Thesis is present, but lacks a clear statement or lacks sufficient depth for the course. - Evidence provided does not directly support the thesis - Evidence presented is contradictory
<p>Original thought</p> <ul style="list-style-type: none"> - Appropriately unique thesis for course level - Connections between supporting evidence and thesis 	<ul style="list-style-type: none"> - Evidence is from appropriate sources - Thesis is unique enough for the course - Connections between thesis and evidence are logical 	<ul style="list-style-type: none"> - Thesis is appropriate for the course level, but shows evidence of rehashing common theses available from other sources - The evidence provided is not fully vetted (e.g., too many second or third sources, etc...) 	<ul style="list-style-type: none"> - Thesis is too general and unfocused - Connections between evidence and thesis lack logical progression
<p>Development of thought</p> <ul style="list-style-type: none"> - Logic of development of thesis from evidence - Addressing counterarguments 	<ul style="list-style-type: none"> - The paper provides sub-arguments for controversial theses - The paper demonstrates a mastery of the subject vocabulary 	<ul style="list-style-type: none"> - Ideas presented do not seem fully developed - Use of common subject vocabulary is present. 	<ul style="list-style-type: none"> - Counter arguments/sub-arguments are not addressed. - Rarely uses subject vocabulary - Very little subject vocabulary is used



Values/Habits of Mind	Proficient	Competent	Novice
<p>Contributions to the learning community</p> <ul style="list-style-type: none"> - Generation of new information - Demonstrates understanding of values of the profession related to the course - Demonstrates professionalism 	<ul style="list-style-type: none"> - Thesis and arguments generate a new discussion - Adheres to values of profession - Uses appropriate sources as evidence - Presents creative approaches to synthesis of ideas - Respectfully presents counter arguments 	<ul style="list-style-type: none"> - Thesis and arguments reinvigorate old discussions - Most evidence is from appropriate sources (some tertiary sources are used) - Does not maliciously attack counter-arguments 	<ul style="list-style-type: none"> - The paper merely provides quotes and arguments cited elsewhere, without forming a new argument/thesis - Some evidence is from inappropriate sources (tertiary source, etc...) - Makes little attempt at synthesizing new ideas - Some comments/arguments are unconstructive or non-courteous
Skills			
<p>Develops written communication ability</p> <ul style="list-style-type: none"> - Logic of syntax and sentence structure - Organization of paper and ideas 	<ul style="list-style-type: none"> - Grammar & syntax are sophisticated and vary in structure - No spelling or punctuation errors - Sentence structure is logically organized - Arguments and thesis are clear - Shows clear structure between thesis, supporting evidence, and conclusion 	<ul style="list-style-type: none"> - Uses vocabulary properly, but sentence structure may be simple. - Minimal spelling or punctuation errors - Paper occasionally digresses from thesis - Some level of organization 	<ul style="list-style-type: none"> - Vocabulary is unsophisticated and not appropriate for course level - Very simple sentences - Frequent spelling or punctuation errors - Logic is difficult to follow due to improper language use - No clear organization of paper in introduction, body, and conclusion.