

Philosophy Writing Assignment Rubric – Instructor: Jason Sheley

	Thesis	Conceptual, accuracy and argumentation	Development and Support	Structure	Language
A	essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight	Ideas and course content are accurately stated; student explains views in their own words; logical connections are sophisticated, correct and evident throughout	well-chosen examples; uses persuasive reasoning to develop thesis consistently; uses specific quotations or sources effectively; logical connections between ideas are evident	well-constructed paragraphs; appropriate, clear and smooth transitions; arrangement of organizational elements seems particularly apt	uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English; makes few minor or technical errors
B	clear, specific, arguable thesis central to the essay; may have left minor terms undefined	shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	pursues explanation and proof of thesis consistently; develops a main argument with explicit major points with appropriate textual evidence and supporting detail	distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs	a few mechanical difficulties or stylistic problems; may make occasional problematic word choices or syntax errors; a few spelling or punctuation errors; usually presents quotations effectively, using appropriate format
C	general thesis or controlling idea; may not define several central terms	shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors	only partially develops the argument; shallow analysis; some ideas left unsupported; fails to integrate quotations appropriately; warrants missing	some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	more frequent wordiness; unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; some distracting grammatical errors (wrong verb tense, pronoun agreement, apostrophe errors, singular/plural errors, article use, preposition use, comma splice, etc); attempts to present quotations accurately
D	thesis vague or not central to argument; central terms not defined	shows inadequate command of course materials or has significant factual and conceptual errors; confuses some significant ideas	frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	some major grammatical or proofreading errors (subject-verb agreement, sentence fragments, word form errors, etc.); language frequently weakened by cliches, colloquialisms, repeated inexact word choices; incorrect quotation or citation format

Student Name: _____

Overall Grade: _____

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