

# WRITING ETHICS PAPERS: Scoring Rubric

Course: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Student: \_\_\_\_\_

Assignment: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Objective	Needs improvement	Meets Expectations	Exceeds Expectations
Students will be able to demonstrate effective communication skills and solid ethical reasoning: <b>Writing ethics papers</b>			
<b>Purpose</b> <ul style="list-style-type: none"> <li>▪ <u>Focus</u></li> <li>▪ <u>Significance</u> (shows an awareness of main ideas)</li> <li>▪ <u>Assignment topic</u></li> </ul>	___ Objective not clearly stated, paper lacks central focus  ___ Lack of awareness of main ideas or wrong interpretation of main ideas  ___ Doesn't write on topic	___ Objective adequately stated paper has central focus  ___ Some awareness of main ideas  ___ Missing criteria	___ Objective very clearly stated, paper has strong thesis  ___ Strong awareness of main ideas  ___ Meets all assignment criteria
<b>Organization</b> <ul style="list-style-type: none"> <li>▪ <u>Structure</u></li> <li>▪ <u>Coherence</u></li> <li>▪ <u>Paragraphing</u> (transitions f/one idea to next)</li> <li>▪ <u>Audience</u></li> <li>▪ <u>Introduction and Conclusion</u></li> </ul>	___ No clear structure or pattern  ___ Entire paper lacks clarity; story lacks coherence overall  ___ Lack of paragraph transitions  ___ Loses reader  ___ No clear Intro and/or Conclusion	___ Adequate structure or pattern  ___ Paper is clear; and coherent overall  ___ Adequate paragraph transitions  ___ Guides reader  ___ Introduction &/or Conclusion	___ Clear structure or pattern  ___ Entire paper is very clear; story is very coherent  ___ Excellent paragraph transitions  ___ Knows audience  ___ Strong Introduction & Conclusion
<b>Evidence</b> <ul style="list-style-type: none"> <li>▪ <u>Accuracy</u> (statements)</li> <li>▪ <u>Support</u> (opinions are adequately supported)</li> <li>▪ <u>Documentation</u></li> <li>▪ <u>Counterarguments</u></li> <li>▪ <u>Ethical Analysis</u></li> </ul>	___ Inaccurate statements  ___ Lack of support for statements/opinions  ___ Sources are inadequate  ___ Missing counterarguments or presented but not fully analyzed  ___ Doesn't make use of ethical theories or minimally, incorrectly or unconvincingly uses them	___ Most statements are accurate  ___ Adequate support for statements/opinions  ___ Most sources are identified and referenced appropriately in the body  ___ Counterarguments presented  ___ Uses ethical and social analysis and theories	___ Statements are very accurate  ___ Strong support for statements/opinions  ___ All sources are identified and referenced appropriately in the body  ___ Counterarguments strongly presented and analyzed  ___ Uses ethical and social analysis and theories convincingly.
<b>Mechanics</b> <ul style="list-style-type: none"> <li>▪ <u>Sentence structure</u> (grammar, sentence structure, spelling, punctuation)</li> <li>▪ <u>Appearance</u> (Paper, References)</li> </ul>	___ Many errors in grammar, spelling, and/or punctuation. Mechanics interfere with reader's understanding of the text  ___ Poor appearance of Paper, References	___ Few errors in grammar, spelling, and/or punctuation. Minimal distraction.  ___ Acceptable appearance of Paper, References	___ Excellent grammar, spelling, and punctuation. Clear mechanics.  ___ Excellent appearance of Paper, References

Comments:

FILL IN → YOUR NAME:

COURSE:

ASSIGNMENT:

	OBJECTIVES	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	FAILS TO MEET EXPECTATIONS
CONTENT	<u>Focus and method</u>	___ Engages important, pertinent issues. Paper uses methods and texts of the course effectively	___ Most issues are pertinent. Paper should use the course's texts and methods more fully.	___ Texts and methods of the course are largely overlooked or main ideas are not explored
	<u>Accuracy of factual claims and interpretation</u>	___ Fully accurate statements; shows comprehension of material	___ Most statements are accurate, but require further clarification	___ Several inaccurate statements; wrong interpretation of facts
	<u>Concreteness of examples and other statements</u>	___ Concrete statements about texts and authors; well developed examples	___ Most statements are concrete, but require further detail	___ Vague statements and examples; skims the surface of issues.
	<u>Ethical and religious analysis</u>	___ Uses ethical and religious theories/principles accurately and in detail	___ Uses ethical & religious theories/ principles, but more detail or clarity required	___ Makes minimal or no use of ethical and religious theories/ principles
ARGUMENT	<u>Thesis</u>	___ Thesis is very clearly stated and unifies the essay	___ Thesis is adequately stated; paper has central focus	___ Thesis is not clearly stated; paper lacks central focus
	<u>Support for positions taken</u>	___ Strong support for positions, based on ethical theories and reasoned statements	___ Adequate support for positions, but more needs to be said in their defense	___ Lack of support for statements/opinions. Mere assertion of opinions
	<u>Creative and convincing analysis</u>	___ Author emerges with a unique voice: creative interpretation of ideas; nuanced analysis; reasoned yet committed arguments	___ Author begins to develop a personal voice: makes thoughtful claims but could press for more originality or nuance	___ Author restates the views of others; draws overly broad conclusions; does not show commitment to the thesis
	<u>Objections (alternative views)</u>	___ Objections strongly presented and analyzed	___ Objections presented, but more needs to be said to rebut them	___ Missing objections, or objections presented simplistically
WRITING	<u>Structure and transitions</u>	___ Clear structure; very coherent story; excellent transitions between paragraphs	___ Adequate structure; the paper is clear overall, with some stumbling points; adequate transitions	___ No clear structure; the story lacks coherence; poor transitions
	<u>Paragraphs</u>	___ Each paragraph has a central focus and structure	___ Most paragraphs are focused	___ Many paragraphs lack internal coherence
	<u>Introduction &amp; conclusion</u>	___ Strong introduction and conclusion	___ Clear intro & conclusion; some work needed	___ No clear introduction and/or conclusion
	<u>Sentences</u>	___ Excellent grammar, sentence structure, spelling, and punctuation. Appropriate word choice. Very few errors.	___ A few/some errors in grammar, spelling, punctuation, and/or word choice. Minimal distraction.	___ Some/many errors in grammar, spelling, punctuation and/or word choice. These flaws interfere with reader's understanding.
BASIC REQUIREMENTS	<u>Assignment topic</u>	Meets all assignment criteria; follows the instructions.	Yes ___ No ___	<p><i>Note:</i> Meeting these requirements will not improve your grade, but lacking them may lower your grade—substantially, in the case of citation. <i>Comments:</i></p>
	<u>Citation</u>	All sources are identified and referenced in the body of the paper. Author's words distinguished from source's.	Yes ___ No ___	
	<u>Bibliography</u>	All sources consulted are listed in the appropriate bibliographic format.	Yes ___ No ___	
	<u>Format Checklist</u>	The paper is presented in the format requested.	Yes ___ No ___	

(Rev. Sept. '06)

SUMMARY (+ means *exceeds*, = means *meets*, - means *fails to meet*)

GRADE (Letter grade and/or point value)

Content:  
Argument:  
Writing: