

Project/Thesis/Extended Paper Evaluation Guidelines

This document is meant to serve as a general guide for faculty to read and review students papers/projects; faculty should use their own discretion in adapting this rubric to the assignment.

	Credit with Distinction (CD)	High Credit (CR)	Low Credit (CR)	Marginal Credit (MC) /No Credit (NC)
Thesis Question/Topic	Clearly stated; addresses a new question/important problem within area of study	Clearly stated; addresses a question/problem of some significance within area of study	Identifiable; addresses a question relevant to area of study	Missing, unclear, or irrelevant
Research	Thorough with highly relevant data from multiple sources; footnotes are informative and in proper form	Well researched with relevant data from multiple sources; footnotes are mostly in proper form	Adequate with data from most important sources; footnotes may contain errors but sufficiently identify sources	Poor; fails to include most important sources of data with inadequate citation of sources
Analysis	Demonstrates focused, logical, sharp, critical, and creative thinking	Demonstrates clear, coherent, critical, and often creative thinking	Demonstrates mostly coherent, critical thinking	Displays significant incoherence and a lack of critical thinking
Argument	Very well organized, clear, concise, flows seamlessly; persuasively supports the thesis	Well organized and persuasive; little repetition or inclusion of unnecessary material	Discernible structure generally supporting the thesis; unnecessary or repetitious material diminishes clarity and persuasiveness	Unclear; has little or no discernible structure; is unpersuasive
Writing	Extremely well written in terms of clarity, engaging style and vocabulary; perfect grammar and spelling	Well written in terms of clarity, style, and vocabulary; few errors in grammar and spelling	Adequate with some lack of clarity and style; more than a few grammatical or spelling errors	Poor due to lack of clarity and style; multiple errors in vocabulary, grammar, or spelling
Overall Mastery of Subject Matter/Topic	Very advanced, comprehensive knowledge and understanding of research topic	Advanced knowledge and understanding of research topic	Somewhat more than basic knowledge and understanding of research topic	Little knowledge or understanding of research topic
Theological/Spiritual/Ethical Integration	Appropriately substantive and sophisticated	Reasonably substantive	Some attention given	Minimal, inadequate or irrelevant
Significance	Highly original contribution to the field; raises important questions for further research	Some original ideas, or insights that raise some questions for further research	Interesting results but of limited originality and of limited value for further research	Unoriginal results and of little value

