**Westminster College – ECO 150**

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| **Writing Rubric**  | **4 – Excellent**  | **3 – Proficient**  | **2 – Satisfactory**  | **1 – Unsatisfactory**  |
| **Content**  | Paper has a concise, well written thesis that completely addresses all aspects of the assignment. All parts of the paper support thesis.  | A thesis addressing the directions is present. Sections of the paper do not completely support the thesis.  | The thesis is not fully developed, and is not consistent with assignment directions. Content is not completely on topic.  | A thesis statement is not readily apparent and the writing does not follow the directions.  |
| **Organization**  | The paper is well organized with an interesting introduction, a body that addresses all points of the assignment and a conclusion that ties the paper together. The paper also exhibits a fluid writing style.  | The paper contains an introduction, body and conclusion that address most of the points of the assignment. Not all transitions were fluid and some points were not well supported.  | The paper lacks a fluid writing style and is choppy in nature. Points are not clearly made. It also lacks a solid introduction, body, and/or conclusion. Transitions are lacking.  | The paper does not exhibit any form of organization. There has been no apparent effort to include an introduction, body, and conclusion. The paper is, for the most part, unreadable.  |
| **Writing Mechanics**  | The paper has no errors in spelling, punctuation, capitalization, and vocabulary. Word usage demonstrates an understanding of the subject content. All citations are in the correct MLA format.  | The paper has a few errors in spelling, punctuation, capitalization, and vocabulary. Word usage demonstrates some understanding of course content. Some citations for references are not in the correct MLA format.  | The paper contains numerous errors in spelling, punctuation, capitalization, and vocabulary. The reader’s understanding of the paper is inhibited by the errors. Word usage demonstrates some understanding of course content. Most citations are in an improper format.  | The paper is unreadable or incoherent due to the number of mechanical errors present in the paper. Word usage & vocabulary demonstrates no knowledge of the topic. Citations are not in the MLA format.  |
| **Application of Critical Thinking**  | Ideas and arguments in the paper are reasoned, logical and well thought out. The writing exhibits an intellectual skepticism. Paper uses sources well, and includes analysis and evaluation of evidence. Conclusions demonstrate an intellectual curiosity and are supported by evidence.  | Ideas and arguments are for the most part, reasoned, logical and well thought out. Conclusions, ideas and inferences made lack originality of thought. Evidence supporting ideas is not always present.  | The paper is mostly opinion and is not supported by factual evidence. Thoughts and ideas presented are not well developed and are of a “canned” variety.  | The paper lacks evidence of critical thinking. Reasoning utilized in writing is simplistic, illogical, and close-minded. Writing ignores evidence and even makes statements contrary to evidence available.  |
| **Source Selection and Use** | Paper uses sources that are academic in nature and appropriate for college level work. Non-academic sources are appropriate and clearly carefully selected. Student includes non-strawman source(s) that hold opposing opinions. | Most sources are academic in nature. Sources with opposing viewpoint may have been purposely selected to be a very weak ‘opposition’ | Sources are not appropriate for college level work. Student did not include any opposing viewpoints.  | Sources are obviously very biased or there is no evidence of source use.  |