

Interdisciplinary Degree: Grading Rubric for Senior Essay with a Project

Bryn Athyn College, April 2009 SSW

	%	F (= 0) Failing Grade	D (= 1) Marginal Pass	C or B (= 2) Good Grade	A (= 3) Excellent Grade	Student's grade
Project:						
<i>Plan and Design the Project</i>	8%	Unacceptable plan or design for a college student, or plagiarism	Barely acceptable plan and design at a 200/300 level of college work	Demonstrates ability to plan and design a creative product at the 400 level of college work	Demonstrates a brilliant ability to plan and design item(s) at a professional level, beyond what is taught in classes	
<i>Technical Production of Project, on time</i>	8%	Incomplete or late production	Basic level of technical skill in the project, or demonstrates capability of barely meeting a deadline	Meets the agreed upon technical specifications, producing the item(s) on time, including time for revisions for higher quality. Builds on skills taught in classes.	Goes beyond the technical expectations when producing the item(s), with unusually elaborate details; on time with high quality. Exceeds skills taught in classes.	
<i>Creativity: Synthesis and Originality</i>	8%	Inadequate creativity, or plagiarism	A little creativity shown in the project, demonstrating basic application of creative ideas and skills, as taught in 200/300 level classes	Average amount of creativity in the project, demonstrating a novel synthesis of ideas and skills, as taught in 400 level courses	Highly creative design in the project, demonstrating exceptionally original and elaborate integration of ideas and skills, beyond what is taught in classes	
<i>Relevance to Scholarly Senior Essay</i>	8%	Irrelevant to the thesis statement of the Senior Essay	Project is somewhat relevant to the thesis statement of the Senior Essay	Project is relevant to the Senior Essay, demonstrating the thesis statement clearly	Project is professional level example of work, clearly illustrating the thesis statement in the Senior Essay	
<i>*32% of grade = Project</i>						
Drawing Ideas from the Disciplines:						
<i>Using scholarly resources from First Area to support thesis (peer-reviewed journals, books from scholars, textbooks, artifacts).</i>	10%	Plagiarism, or inadequate resources.	Very few or irrelevant resources.	First Area: Plenty of appropriate pri. & sec. resources.	First Area: Excellent use of > 10 pri. & sec. resources.	
<i>Using scholarly resources from Second Area to support thesis (peer-reviewed journals, books from scholars, textbooks, artifacts).</i>	10%	Plagiarism, or inadequate resources.	Very few or irrelevant resources.	Second Area: Plenty of appropriate pri. & sec. resources.	Second Area: Excellent use of > 10 pri. & sec. resources.	

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<i>Using relevant New Church doctrines to offer a perspective to thesis (Quotes from NC theological works, sermons, papers by NC authors, published articles).</i>	10%	Plagiarism, or inadequate resources.	Very few relevant New Church doctrines.	Several appropriate New Church doctrines, sermons, papers, articles.	Excellent selection of several NC doctrines, sermons, papers, articles.	
<i>*30% of grade = Drawing from Disciplines</i>						
Writing the Thesis:						
<i>Clearly defining scope of argument into a thesis statement; critical thinking & analysis.</i>	10%	No identifiable thesis statement, or no analysis.	Unclear thesis statement, or thesis is unrelated to chapters. Basic analytical thinking.	Identifiable thesis statement, but not original. Good analytical thinking.	Clear, concise thesis statement, which is interesting and compelling. Might be original. Excellent analytical thinking.	
<i>Integrating multiple perspectives into a coherent argument.</i>	5%	No integration of perspectives.	Occasional integration of perspectives (Areas). Mostly separate chapters for each area.	Supports argument with multiple resources (from 2 Areas & Rel).	Sophisticated, coherent synthesis of ideas. Unique integration of NC perspective with other Areas.	
<i>Organizing the essay, logical progression of ideas from introduction to conclusion.</i>	5%	No organized progression of ideas. Lacking an introduction or conclusion.	Unclear organization or logic. Weak introduction or conclusion.	Organized, but transitions may be weak. Good introduction & conclusion.	Very well organized along the thesis/argument. Excellent transitions, introduction & conclusion.	
<i>*20% of grade = Writing the Thesis</i>						
Formatting the Essay:						
<i>Documenting scholarly references/sources (APA, MLA, or Chicago).</i>	10%	Severe problems: > 1 mistake per page.	Too many problems: > 30 mistakes, total.	Some problems: 10 - 30 mistakes, total.	Few problems: < 10 mistakes, total.	
<i>Clear writing format: spelling, syntax, grammar, title page, pagination, footnotes, Appendix, Tables, Charts, Table of Contents.</i>	8%	Severe problems: > 1 mistake per page.	Too many problems: > 30 mistakes, total.	Some problems: 10 - 30 mistakes, total.	High quality prose. Few problems: < 10 mistakes, total.	
<i>*18% of grade = Formatting the Essay</i>						
Total percentages:	100%				Total Grade:	