

RUBRIC FOR CRTW

A *The A paper* is superior work that far exceeds the requirements of the assignment. This paper tackles the topic in an innovative way, with an appropriate sense of audience and an effective plan of organization. The writer has clearly used the elements of reasoning to generate material for developing as well as structuring the paper. When evaluated, the paper meets the highest standards of critical thinking. For example, the point of view and purpose are clear. It outlines the question at issue and assumptions with precision. Its information is accurate, and its concepts are relevant. It reaches sufficient conclusions and interpretations. Its implications and consequences are deep and broad. All elements can be judged against the standards very favorably. When the writer uses source materials in the A paper, he/she demonstrates complete understanding of potential critical thinking impediments and also illustrates an insightful understanding of the elements of reasoning present in the source. The writer reveals an understanding of the stated and unstated concepts and/or assumptions that are an essential aspect of alternative perspectives and shows a sophisticated analysis of the information and conclusions used to support the source's main argument. The writing style is energetic and precise; how the writer says things is as excellent as what the writer says. There is evidence of careful editing, since the paper contains few grammatical and/or mechanical errors. Research materials, if used, are correctly documented according to MLA style and "The Correct Use of Borrowed Information."

B *The B paper* is above-average work that more than meets the requirements of the assignment. It has a clear sense of topic, audience, and purpose, with sound organization, good evidence, and good analysis and/or argument. As in the A paper, this writer has clearly used elements of reasoning to generate material for developing the paper, although not to the extent of the superior A paper. Similarly, all elements can be judged against the standards favorably. When the writer uses source materials, he/she demonstrates complete understanding of potential critical thinking impediments, but illustrates a less sophisticated understanding of the elements of reasoning present in the source. The writer reveals an understanding of the source's assumptions and conclusions, but falls somewhat short in recognizing the stated and unstated concepts and/or assumptions of the argument. The writing style is clear and precise, and the paper shows evidence of careful editing, since the essay contains few grammatical and/or mechanical errors (although an otherwise superior paper can have errors that lower the overall grade). Research materials, if used, are correctly documented according to MLA style and "The Correct Use of Borrowed Information."

C *The C paper* is adequate, average work that meets the requirements of the assignment. The paper has a clear sense of topic, audience, and purpose, with a generally sound organization, although problems with focus may exist. The evidence is adequate, but not as specific as in an A or B paper, and the analysis and/or argument is not as fully developed. This paper deals with the elements of reasoning as outlined above, although not to the extent of the A and/or B paper, and some elements may not be fully addressed. While the paper minimally meets the standards of critical thinking, it may not address some of these standards fully. When the writer uses source materials, he/she demonstrates a basic understanding of potential critical thinking impediments, but reveals only a rudimentary understanding of the elements of reasoning present in the source. The writing style is clear, although there may be problems with sentence construction or word choice. Though the writer has edited the paper, remaining errors may affect the ability to communicate. Research materials, if used, are correctly documented according to MLA style and "The Correct Use of Borrowed Information."

D *The D paper* is below average work that demonstrates an attempt to fulfill the assignment and shows some promise, but does not meet the requirements of the assignment. The paper may have one or more of the following weaknesses. There may be problems with the sense of topic, audience, or purpose. The paper may not adequately address the elements of reasoning and the standards of critical thinking as outlined above. It may have a general or implied thesis, but the idea may be too broad, vague, or obvious. The organizational plan may be inappropriate or inconsistently carried out. Evidence may be too general, missing, irrelevant to the thesis, or inappropriately repetitive. The analysis and/or argument may be underdeveloped. The style may be compromised by repetitive or flawed sentence patterns and/or inappropriate word choice and confusing syntax. Grammatical and mechanical errors may interfere with readability and indicate a less-than-adequate attempt at editing or an unfamiliarity with some aspects of Standard Written English. Research materials, if used, may not be completely or accurately documented, according to MLA style and "The Correct Use of Borrowed Information."

F *The F paper* is unacceptable work that does not meet the requirements of the assignment. It exhibits one or more of the following weaknesses. It may not meet the purpose of the assignment. It may be an attempt to meet the requirements of the assignment, but have no apparent thesis or a self-contradictory one, or its point may be general or obvious and suggest no serious engagement with the topic. The paper fails to address the elements of reasoning and the standards of critical thinking as outlined above. It may display little or no apparent sense of organization; it may lack development; evidence may be inadequate, inappropriate, or may consist of generalizations, faulty assumptions, or errors of fact. The style suggests serious difficulties with fluency, which may be revealed in short, simple sentences and ineffective word choice. Grammatical/mechanical errors may interfere with reader comprehension or indicate problems with basic literacy or a lack of understanding of Standard English Usage. Research materials, if used, may not be handled responsibly and/or documented appropriately, according to MLA style and “The Correct Use of Borrowed Information.”