



# Bachelor Level Grading Rubric

Based on Bloom's Taxonomy of Cognitive Educational Objectives (Revised)

BACHELOR	ASSESSMENT GRADE LEVEL		
	A A- B+ B	B- C+ C C-	D+ D D- F
<b>CONTENT</b>	<p>The content of the lesson submission conforms to guidelines of the assignment as stated in the study guide.</p> <p>The lesson submission demonstrates a rigor appropriate to degree level.</p> <p>Exceptional recall of data, facts, and content of theory.</p> <p>Effective and accurate details are used to reinforce main points.</p> <p>Subject specific terminology is used correctly and precisely.</p> <p>Understands what is known, what is generally accepted, and what is yet to be discovered.</p> <p>The lesson submission is thorough leaving no essential elements of the subject not covered.</p> <p>Relationships between the assignment subject and connected issues are made that enhance comprehension.</p>	<p>The content of the lesson submission, while not exemplary, satisfactorily conforms to guidelines of the assignment as stated in the study guide.</p> <p>The lesson submission demonstrates a rigor that is minimally adequate to degree level.</p> <p>Satisfactory recall of data, facts, and content theory, though some claims or applications are incorrect.</p> <p>Offers limited and sometimes elementary evidence to support main points.</p> <p>Subject specific terminology is occasionally misused or imprecise.</p> <p>While exhibiting a general grasp of pertinent information, the ability to fully distinguish between what is known, what is generally accepted, and what is yet to be discovered is not demonstrated.</p> <p>The lesson submission satisfactorily covers the subject, but has omitted some important elements.</p> <p>Some relationships between the assignment subject and connected issues are vaguely alluded to.</p>	<p>The content of the lesson submission does not conform to the guidelines of the assignment as stated in the study guide.</p> <p>The rigor of the lesson submission is not up to the standards of degree level.</p> <p>Numerous mistakes in application and or recall of data, facts, and content theory.</p> <p>Lacks depth of treatment; main points are not adequately supported by precise and helpful details.</p> <p>Subject specific terminology is used incorrectly and inaccurately, or is altogether absent.</p> <p>No clear evidence of understanding what is known, generally accepted, and yet to be discovered.</p> <p>The lesson submission is clearly incomplete, omitting many important aspects of the subject.</p> <p>Relationships between the subject and connected topics that would help clarify the information presented are not made.</p>

BACHELOR	ASSESSMENT GRADE LEVEL		
	A A- B+ B	B- C+ C C-	D+ D D- F
<b>REASONING PROCESS</b>	<p>Remember: Demonstrates an above average ability to discriminate between relevant information and extraneous data.</p> <p>Understand: There is reliable and logical analysis that demonstrates a lucid grasp of relevant issues.</p> <p>Apply: Uses evidence appropriately and effectively.</p> <p>Analyze: Appropriate balance between factual information, elucidation, analysis, and personal views.</p> <p>Analyze: Demonstrates an ability to think analytically and critically within the discipline.</p> <p>Evaluate: Reasons in a logical and compelling manner.</p> <p>Create: The lesson submission displays depth of understanding, as well as, novel and creative thinking.</p> <p>Create: Very creatively applies and integrates learning in new situations.</p>	<p>Remember: Demonstrates a satisfactory but no exceptional ability to discriminate between relevant information and extraneous data.</p> <p>Understand: Analysis is, for the most part reliable, but some inaccuracies in logic do occur.</p> <p>Apply: Supporting evidence is present, but paper relies too heavily on the opinions of others.</p> <p>Analyze: Lacks balance between factual information, elucidation, analysis, and personal views.</p> <p>Analyze: Analytical and critical thinking skills, while at times wanting, show promise.</p> <p>Evaluate: Reasoning occasionally becomes illogical and unpersuasive.</p> <p>Create: Demonstrates a satisfactory ability to explain and develop ideas, but tends to fall short on depth of comprehension and application.</p> <p>Create: Shows an average ability to use and integrate new learning in different conceptual and practical situations.</p>	<p>Remember: Ability to distinguish between relevant information data and extraneous data is below average.</p> <p>Understand: Analysis is vague or unfounded, revealing a failure to understand the relevant issues.</p> <p>Apply: Uses irrelevant details or omits supporting evidence completely.</p> <p>Analyze: Disproportionate balance between factual information, elucidation, analysis, and personal views.</p> <p>Analyze: Analytical and critical thinking skills within the topic of this lesson submission have not been demonstrated.</p> <p>Evaluate: Illogical reasoning, lacks logic; arguments are unpersuasive.</p> <p>Create: The lesson submission lacks depth of understanding; original ideas are lacking or are elementary at best.</p> <p>Create: Shows an inadequate ability to use and integrate learning in different conceptual and practical situations.</p>

BACHELOR	ASSESSMENT GRADE LEVEL		
	A A- B+ B	B- C+ C C-	D+ D D- F
<b>WRITING MECHANICS</b>	<p>There is a clear thesis statement.</p> <p>Spelling is correct. Punctuation is accurate, even creative and guides the reader effectively through the text.</p> <p>Paragraphs are well-organized and coherent.</p> <p>Person and format are appropriate for this sort of paper/assignment.</p> <p>Quotes, scriptures, paraphrases, and summaries are used and cited appropriately.</p> <p>Integrates a good variety of outside sources (primary and secondary) which clearly support main arguments.</p> <p>Turabian's <i>Manual for Writers</i> has been followed.</p>	<p>There is a thesis but it is vague, lacking focus.</p> <p>There are a few minor misspellings. A few punctuation mistakes disrupt flow but do not hinder understanding.</p> <p>Paragraph structure is acceptable but incoherent at times.</p> <p>Person and format sometimes do not work with this kind of paper/assignment.</p> <p>Some minor errors in the citing of quotations, scriptures, paraphrases, and summaries.</p> <p>Sources adequately support main points, but using a greater variety of primary and secondary sources would have made arguments more compelling.</p> <p>While some minor style errors occur, the paper generally conforms to Turabian's <i>Manual for Writers</i>.</p>	<p>There is no thesis.</p> <p>Numerous misspellings. Numerous punctuation mistakes make it nearly impossible to follow line of reasoning from one sentence to another.</p> <p>Paragraphs lack focus and clarity.</p> <p>Person and format are inappropriate for this kind of paper/assignment.</p> <p>Insufficient number of quotes, scriptures, paraphrases, and summaries; quotes, scriptures, paraphrases, and summaries are improperly cited.</p> <p>Main arguments are not supported by outside primary and secondary sources.</p> <p>Paper does not conform to Turabian's <i>Manual for Writers</i>.</p>



## Master Level Trinity Grading Rubric

Based on Bloom's Taxonomy of Cognitive Educational Objectives (Revised)

MASTER CONTENT	ASSESSMENT GRADE LEVEL		
	A A- B+	B B- C+ C	C- D+ D D- F
	<p>The content of the lesson submission conforms to guidelines of the assignment as stated in the study guide.</p> <p>The lesson submission demonstrates a rigor appropriate to the master's degree level.</p> <p>Exhibits exceptional ability to identify and recall relevant learned material.</p> <p>Exhibits a critical awareness of current issues, problems, and insights related to assignment topic.</p> <p>Demonstrates knowledge and critical understanding of the well-established principles of the areas/s of study.</p> <p>Assesses and critiques theories, hypotheses, thoughts, ideas, concepts, and relevant literature.</p>	<p>The content of the lesson submission, while not exemplary, satisfactorily conforms to guidelines of the assignment as stated in the study guide.</p> <p>The lesson submission demonstrates a rigor that is minimally adequate to the master's degree level.</p> <p>Demonstrates an average ability to identify and recall relevant learned material.</p> <p>Exhibits some critical awareness of current issues, problems, and insights related to assignment topic.</p> <p>Demonstrates some knowledge and critical understanding of the well-established principles of the area/s of study.</p> <p>Assess and critiques some of the theories, hypotheses, thoughts, ideas, concepts, and relevant literature.</p>	<p>The content of the lesson submission does not conform to the guidelines of the assignment as stated in the study guide.</p> <p>The rigor of the lesson submission is not up to the standards of a master's level work.</p> <p>Demonstrates a below average ability to identify and recall relevant learned material.</p> <p>Does not demonstrate a critical awareness of current issues, problems, and insights related to assignment topic.</p> <p>Does not demonstrate knowledge and critical understanding of the well-established principles of the area/s of study.</p> <p>Does not assess and critique the theories, hypotheses, thoughts, ideas, concepts, and relevant literature of the area/s of study.</p>

<b>MASTER</b>	<b>ASSESSMENT GRADE LEVEL</b>		
	<b>A A- B+</b>	<b>B B- C+ C</b>	<b>C- D+ D D- F</b>
<b>REASONING PROCESS</b>	<p>Remember: Demonstrates an above average ability to discriminate between relevant information and extraneous data.</p> <p>Understand: Above average understanding and critical evaluation of sources.</p> <p>Apply: Above average ability to apply underlying concepts and principles outside the context in which they were first studied.</p> <p>Analyze: There is above average logical and convincing analysis that demonstrates a lucid understanding of the relevant issues.</p> <p>Evaluate: Demonstrates an above average ability to evaluate critically arguments, assumptions, abstract concepts, and data to make judgments and frame appropriate questions to achieve solutions.</p> <p>Evaluate: Consciousness of the implications of judgments and assumptions made is above average.</p> <p>Create: Very creatively applies and integrates learning in new situations.</p>	<p>Remember: Demonstrates an average but not above average ability to discriminate between relevant information and extraneous data.</p> <p>Understand: Average understanding and critical evaluation of sources.</p> <p>Apply: Average ability to apply underlying concepts and principles outside the context in which they were first studied.</p> <p>Analyze: There is average logical and convincing analysis that demonstrates a lucid understanding of the relevant issues.</p> <p>Evaluate: Demonstrates an average ability to evaluate critically arguments, assumptions, abstract concepts, and data to make judgments and frame appropriate questions to achieve solutions.</p> <p>Evaluate: Consciousness of the implications of judgments and assumptions made is average.</p> <p>Create: Shows an average ability to use and integrate new learning in different conceptual and practical situations.</p>	<p>Remember: Ability to distinguish between relevant information data and extraneous data is below average.</p> <p>Understand: Below average understanding and critical evaluation of sources.</p> <p>Apply: Below average ability to apply underlying concepts and principles outside the context in which they were first studied.</p> <p>Analyze: There is below average logical and convincing analysis that demonstrates a lucid understanding of the relevant issues.</p> <p>Evaluate: Demonstrates a below average ability to critically evaluate arguments, assumptions, abstract concepts and data to make judgments and frame appropriate questions to achieve solutions.</p> <p>Evaluate: Consciousness of the implications of judgments and assumptions made is below average.</p> <p>Create: Shows a below average ability to use and integrate learning in different conceptual and practical situations.</p>

MASTER	ASSESSMENT GRADE LEVEL		
	A A- B+	B B- C+ C	C- D+ D D- F
<b>WRITING MECHANICS</b>	<p>There is a clear thesis statement.</p> <p>Spelling is correct. Punctuation is accurate, even creative and guides the reader effectively through the text.</p> <p>Paragraphs are well-organized and coherent.</p> <p>Person and format are appropriate for this sort of paper/assignment.</p> <p>Quotes, scriptures, paraphrases, and summaries are used and cited appropriately.</p> <p>Integrates a good variety of outside sources (primary and secondary) which clearly support main arguments.</p> <p>Turabian's <i>Manual for Writers</i> has been followed.</p>	<p>There is a thesis but it is vague, lacking focus.</p> <p>There are a few minor misspellings. A few punctuation mistakes disrupt flow but do not hinder understanding.</p> <p>Paragraph structure is acceptable but incoherent at times.</p> <p>Person and format sometimes do not work with this kind of paper/assignment.</p> <p>Some minor errors in the citing of quotations, scriptures, paraphrases, and summaries.</p> <p>Sources adequately support main points, but using a greater variety of primary and secondary sources would have made arguments more compelling.</p> <p>While some minor style errors occur, the paper generally conforms to Turabian's <i>Manual for Writers</i>.</p>	<p>There is no thesis.</p> <p>Numerous misspellings. Numerous punctuation mistakes make it nearly impossible to follow line of reasoning from one sentence to another.</p> <p>Paragraphs lack focus and clarity.</p> <p>Person and format are inappropriate for this kind of paper/assignment.</p> <p>Insufficient number of quotes, scriptures, paraphrases, and summaries; quotes, scriptures, paraphrases, and summaries are improperly cited.</p> <p>Main arguments are not supported by outside primary and secondary sources.</p> <p>Paper does not conform to Turabian's <i>Manual for Writers</i>.</p>



## Doctoral Level Trinity Grading Rubric

Based on Bloom's Taxonomy of Cognitive Educational Objectives (Revised)

DOCTORAL	ASSESSMENT GRADE LEVEL		
	A A-	B+ B B-	C+ C C- D+ D D- F
<b>CONTENT</b>	<p>The content of the lesson submission conforms to guidelines of the assignment as stated in the study guide.</p> <p>The lesson submission demonstrates a rigor exceptional and appropriate to the doctoral degree level.</p> <p>Exhibits an exceptional ability to identify and recall relevant learned material.</p> <p>Exhibits an exceptional awareness of current issues, problems, and insights related to assignment topic.</p> <p>Demonstrates an exceptional understanding of the well-established principles of the areas/s of study.</p> <p>Analyzes and synthesizes a significant body of theories, hypotheses, thoughts, ideas, concepts, and relevant literature.</p>	<p>The content of the lesson submission, while not exceptional, satisfactorily conforms to guidelines of the assignment as stated in the study guide.</p> <p>The lesson submission demonstrates a rigor that is satisfactory to the doctoral degree level.</p> <p>Demonstrates a satisfactory ability to identify and recall relevant learned material.</p> <p>Exhibits a satisfactory awareness of current issues, problems, and insights related to assignment topic.</p> <p>Demonstrates satisfactory understanding of the well-established principles of the area/s of study.</p> <p>Analyzes and synthesizes some of the theories, hypotheses, thoughts, ideas, concepts, and relevant literature.</p>	<p>The content of the lesson submission is not acceptable nor does it conform to the guidelines of the assignment as stated in the study guide.</p> <p>The rigor of the lesson submission is not up to the standards of a doctoral level work.</p> <p>Does not demonstrate an acceptable ability to identify and recall relevant learned material.</p> <p>Does not demonstrate an acceptable awareness of current issues, problems, and insights related to assignment topic.</p> <p>Does not demonstrate an acceptable understanding of the well-established principles of the area/s of study.</p> <p>Does not analyze and synthesize the theories, hypotheses, thoughts, ideas, concepts, and relevant literature of the area/s of study.</p>

DOCTORAL	ASSESSMENT GRADE LEVEL		
	A A-	B+ B B-	C+ C C- D+ D D- F
<b>REASONING PROCESS</b>	<p>Remember: Demonstrates an exceptional ability to discriminate between relevant information and extraneous data.</p> <p>Understand: Demonstrates an exceptional understanding and critical evaluation of sources.</p> <p>Apply: Demonstrates an exceptional ability to apply underlying concepts and principles outside the context in which they were first studied.</p> <p>Analyze: Demonstrates an exceptionally lucid understanding and logical and convincing analysis of the relevant issues.</p> <p>Evaluate: Demonstrates an exceptional ability to evaluate critically arguments, assumptions, abstract concepts, and data to make judgments and frame appropriate questions to achieve solutions.</p> <p>Evaluate: Demonstrates an exceptional consciousness of the implications of judgments and assumptions made.</p> <p>Create: Very creatively applies and integrates learning in new situations.</p>	<p>Remember: Demonstrates a satisfactory ability to discriminate between relevant information and extraneous data.</p> <p>Understand: Demonstrates a satisfactory understanding and critical evaluation of sources.</p> <p>Apply: Demonstrates a satisfactory ability to apply underlying concepts and principles outside the context in which they were first studied.</p> <p>Analyze: Demonstrates a satisfactory understanding and logical and convincing analysis of the relevant issues.</p> <p>Evaluate: Demonstrates a satisfactory ability to evaluate critically arguments, assumptions, abstract concepts, and data to make judgments and frame appropriate questions to achieve solutions.</p> <p>Evaluate: Demonstrates a satisfactory consciousness of the implications of judgments and assumptions made.</p> <p>Create: Shows an average ability to use and integrate learning in different conceptual and practical situations.</p>	<p>Remember: Ability to distinguish between relevant information data and extraneous data is unacceptable.</p> <p>Understand: Understanding and critical evaluation of sources is unacceptable.</p> <p>Apply: Ability to apply underlying concepts and principles outside the context in which they were first studied is unacceptable.</p> <p>Analyze: Understanding and logical analysis of the relevant issues is unacceptable.</p> <p>Evaluate: The ability to evaluate critically arguments, assumptions, abstract concepts, and data to make judgments and frame appropriate questions to achieve solutions is unacceptable.</p> <p>Evaluate: Consciousness of the implications of judgments and assumptions made is unacceptable.</p> <p>Create: Shows an inadequate ability to use and integrate learning in different conceptual and practical situations.</p>



DOCTORAL	ASSESSMENT GRADE LEVEL		
	A A-	B+ B B-	C+ C C- D+ D D- F
<b>WRITING MECHANICS</b>	<p>There is a clear thesis statement.</p> <p>Spelling is correct. Punctuation is accurate, even creative and guides the reader effectively through the text.</p> <p>Paragraphs are well-organized and coherent.</p> <p>Person and format are appropriate for this sort of paper/assignment.</p> <p>Quotes, scriptures, paraphrases, and summaries are used and cited appropriately.</p> <p>Integrates a good variety of outside sources (primary and secondary) which clearly support main arguments.</p> <p>Turabian's <i>Manual for Writers</i> has been followed.</p>	<p>There is a thesis but it is vague, lacking focus.</p> <p>There are a few minor misspellings. A few punctuation mistakes disrupt flow but do not hinder understanding.</p> <p>Paragraph structure is acceptable but incoherent at times.</p> <p>Person and format sometimes do not work with this kind of paper/assignment.</p> <p>Some minor errors in the citing of quotations, scriptures, paraphrases, and summaries.</p> <p>Sources adequately support main points, but using a greater variety of primary and secondary sources would have made arguments more compelling.</p> <p>While some minor style errors occur, the paper generally conforms to Turabian's <i>Manual for Writers</i>.</p>	<p>There is no thesis.</p> <p>Numerous misspellings. Numerous punctuation mistakes make it nearly impossible to follow line of reasoning from one sentence to another.</p> <p>Paragraphs lack focus and clarity.</p> <p>Person and format are inappropriate for this kind of paper/assignment.</p> <p>Insufficient number of quotes, scriptures, paraphrases, and summaries; quotes, scriptures, paraphrases, and summaries are improperly cited.</p> <p>Main arguments are not supported by outside primary and secondary sources.</p> <p>Paper does not conform to Turabian's <i>Manual for Writers</i>.</p>