



DIPLOMA, ASSOCIATE'S, & BACHELOR'S GRADING RUBRIC

Trinity College of the Bible and Theological Seminary

Some expectations will not apply to some assignments.

Every assignment must conform to Trinity's policies on plagiarism as found in the current Student Handbook.

GRADE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	FAILS EXPECTATIONS
Diploma/Associate's	A A- B	B- C	C- D D- F
Bachelor's	A A- B	B- C	C- D D- F
CONTENT (40 points)	<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>Exemplary 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>

<p>REASONING PROCESS (40 points)</p>	<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 to heavily on the opinions of others.</p> <p>Analyze: The balance between factual information, elucidation, analysis, and personal views appears lacks balance.</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: Inadequate ability to apply and integrate learned material to assignments.</p>
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<p>WRITING MECHANICS (20 points)</p>	<p>There is a clear thesis statement.</p> <p>Spelling is generally correct.</p> <p>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>Paper is of publishable quality.</p>	<p>There is a thesis but it is vague, lacking focus.</p> <p>There are a few minor misspellings.</p> <p>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.</p> <p>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>
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MASTER'S & DOCTORAL GRADING RUBRIC

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GRADE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	FAILS EXPECTATIONS
Master's	A A-	B B-	C C- D D- F
Doctoral	A	A- B	B- C C- D D- F
CONTENT (40 points)	<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>Exhibits exemplary 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 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 graduate 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>

<p>REASONING PROCESS (40 points)</p>	<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 critically evaluate arguments, assumptions, abstract concepts and data to make judgments and frame appropriate questions to achieve solutions.</p> <p>Evaluate: Altogether above average 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 but no exceptional ability to discriminate between relevant information and extraneous data.</p> <p>Understand: Understands and critically evaluates sources.</p> <p>Apply: Ability to apply underlying concepts and principles outside the context in which they were first studied.</p> <p>Analyze: There is logical and convincing analysis that demonstrates a lucid understanding of the relevant issues.</p> <p>Evaluate: Demonstrates an ability to critically evaluate arguments, assumptions, abstract concepts and data to make judgments and frame appropriate questions to achieve solutions.</p> <p>Evaluate: Altogether conscious of the implications of judgments and assumptions made.</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: Altogether below average consciousness of the implications of judgments and assumptions made.</p> <p>Create: Inadequate ability to apply and integrate learned material to assignments.</p>
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<p>WRITING MECHANICS (20 points)</p>	<p>There is a clear thesis statement.</p> <p>Spelling is generally 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>Paper is of publishable quality.</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>
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