

# Senior Assessment Rubric in Philosophy

Student Name: \_\_\_\_\_  
 Reader Name: \_\_\_\_\_  
 Term: \_\_\_\_\_

Learning Outcomes	<b>Excellent</b> (Grade: A) <b>4</b>	<b>Good</b> (Grade: A-) <b>3</b>	<b>Moderate</b> (Grade: B+) <b>2</b>	<b>Weak</b> (Grade: B) <b>1</b>	<b>Poor</b> (Grade B- or lower) <b>0</b>	N/A	Score
<b>Clarity of Philosophical Thesis</b>	Student clearly states a philosophical thesis at the beginning of the paper or elsewhere.		Student leaves the thesis of the paper somewhat unclear.		Student leaves the thesis of the paper very unclear.		
<b>Clarity of Overall Writing</b>	The overall writing in the paper is very clear and precise.		The overall writing in the paper is somewhat unclear.		The overall writing in the paper is very unclear.		
<b>Structure</b>	The paper has a clear structure. The reader can clearly identify the different parts of the paper, how they are related, and how they are intended to work together to form a coherent whole.		The structure of the paper is somewhat muddled.		The structure of the paper is very unclear.		
<b>Depth of Analysis</b>	Student analyzes or critiques the arguments of others in depth by laying out their analysis at length, in detail, with attention to subtleties and complexities.		Student analyzes or critiques the arguments of others quickly and in less detail than would be ideal.		Analysis is developed in very little detail at all.		
<b>Depth of Argumentation</b>	Student develops arguments in depth, by laying it out at length, in detail, with attention to subtleties and complexities.		Student develops arguments quickly and in less detail than would be ideal.		Arguments are developed in very little detail at all.		