

	Superior	Above Average	Average	Below Average	Poor
Content (50%)					
Observance (7 points)	Shows keen insight into underlying differences; no factual or conceptual errors	Awareness of deeper issues or lines of division; may include a factual or conceptual error	Notices basic differences and similarities; may include a few factual or conceptual errors	Limited identification of differences; may have several factual or conceptual errors	No recognition of differences; may have glaring factual or conceptual errors
Reflection (6 points)	Avoids simplistic generalizations and recognizes the difficulties of reconciliation	Includes awareness of multiple perspectives	Understands the basic goal of the assignment and offers pertinent assessments	Serious thought on the topic not evident; text merely narrates or summarizes	Completely misunderstands the goal of the assignment or fails to respond to it
Solution (6 points)	Displays originality, insight, and a level of thought exceeding that pursued in classroom discussions about the topic	Extends beyond the obvious but stays within the realm of what is possible	Biblically sound but tends to state the obvious or leans toward the idealistic	The response seems simplistic and/or the problem is treated superficially	The response is unrealistic and/or disconnected from Christian thought about the topic
Scripture (6 points)	The relevance of the New Testament quotation is made clear to the reader	The quotation of the New Testament is incorporated seamlessly into the conclusion	The quotation from the New Testament fits the original context and is appropriate to topic	The quotation from the New Testament is taken or used out of context	The quotation from the New Testament is taken and used out of context or is not provided
Style (30%)					
Organization (5 points)	The thesis statement is sophisticated and coheres well with the conclusion, and the examples and reasoning employed support it well	The thesis statement is clear and the paragraphs of the body, themselves organized topically, logically connect to the thesis; there is no extraneous material	There is a thesis statement and most the paragraphs of the essay relate to it; some ideas or points may be unsupported or extraneous information included	The thesis is vague or imprecise, and there may be a lack of cohesion between it and the content of the essay	There is no discernible thesis statement and/or paragraphs are too long and not logically organized or connected

Writing (5 points)	Sentences are mostly engaging and transitions are logically appropriate	Variety in sentence structure and transitions are evident and communicate well	Sentences generally make sense, exhibit some variety in structure, and mostly have smooth transitions	Content is marked by digressions and tangents, and sentences frequently exhibit uniform structure	Assignment misunderstood or content only loosely related to intention; poor sentence structure impedes understanding; little evidence of planning or proofreading
	Language (5 points)	Vividly written with a breadth of vocabulary precisely used; the rare grammatical error is minor	Consistently employs strong verbs and active voice; grammatical errors are few and do not detract too much from the message; appropriate word choices	Occasional use of weak verbs or passive voice where unnecessary; limited number of grammatical errors; words generally used correctly	Frequent use of weak verbs, passive voice, and/or repetitive language multiple major grammatical errors, numerous inaccurately used vocabulary
	Mechanics (20%)				
	Punctuation (5 points)	Proper use of punctuation with a sophisticated use of colons and semicolons where appropriate	Proper use of more common punctuation; occasional misuse of colons, semicolons, dashes or parentheses	Periods and commas used correctly; the majority of quotation marks positioned according to American practice	Occasional misapplication or omission of punctuation marks, especially commas; quotation marks misplaced or follow English practice
	Spelling (5 points)	0-2 misspellings and no contractions	Rare misspellings and no contractions	Occasional misspellings and/or use of contractions	Regular misspellings and/or use of contractions

Scores in the “above average” category also meet the minimum expectations listed in the “average” column. Likewise, “superior” ratings match the criteria in both the “average” and “above average” sections.