

Criteria	Exceeds Expectations =100%	Meets Expectations =80%	Approaches Expectations =70%	Below Expectations =60%
I. Introduction (see column to the right)	Essay begins with an interesting introduction to the problem and draws the reader into the essay. Provides a clear and accurate outline of the issues to be addressed. (20)	Satisfactory introduction to the problem of the prompt, but not as interesting or intriguing as would be expected for 100%. (8)	Introduction to the problem is ambiguous or equivocal. Outline of the essay's further description is inaccurate or insufficient. (7)	No introduction. Reader is left wondering what problem the essay is intended to address, or how it will go about addressing it. (6)
II. Sources (20) (see column to the right)	Essay includes all five types of sources required in the prompt, with a clear and vigorous explanation how each contributed to the exploration of the prompt. (20)	Essay lacks no more than one required source; or its explanation of one or two sources needs more clarity or vigor. (16)	Essay fails to include one or two required sources, and its description lacks clarity and vigor in one or two cases. (14)	Essay fails to include three or more of the required sources and consistently lacks clarity and vigor. (12)
III. Insight and Argument (20) (see column to the right)	Essay shows superior insights into the prompt. The logical transitions from one insight to another are clearly presented in a coherent argument. (20)	The student's insights into the prompt are satisfactory, but some of its logical transitions are unsatisfactory or inadequately developed. (16)	The insights of the essay and the logical transitions are inadequately developed. (14)	The essay lacks insight into the problem posed by the prompt, and its argument contains serious logical problems. (12)
IV. Theoretical Analysis of the prompt using disciplines relevant to morality and religion, e.g., psychology, sociology, ethics, or literary theory (20 points)	The analysis of the problem posed by the prompt demonstrates superior insight into and understanding of theoretical perspectives on morality and religion. (20)	Uses theoretical perspectives on morality and religion, but lacks depth of insight, or contains one or two errors of fact or questionable interpretations. (16)	Attempts to use theoretical perspectives on morality and religion, but with multiple errors of fact or questionable interpretations (14)	Essay does not use any theoretical perspectives on morality and religion, or contains pervasive, serious flaws of interpretation or application. (12)
V. Organization (10 points) (see column to the right)	Has clear, easy to follow structure, with sufficient development of ideas and thoughts. Paragraphs are coherent, with excellent transitions between paragraphs. Arrives at a clearly articulated thesis. (10)	Minor ambiguities in the structure. One key idea left undeveloped. Some paragraphs need more development and better transitions. Thesis is ambiguous. (8)	Major ambiguities in the structure, with multiple ideas left undeveloped. Most paragraphs need more development and/or better transitions. Thesis is poorly stated. (7)	The essay presents ideas in an unorganized fashion. The instructor cannot recognize any contestable thesis. (6)
VI. Style (10 points) (see column to the right)	Ideas are presented clearly, concisely, and precisely. Avoids language that is vague, ambiguous, emotionally charged, or overly colloquial. No irrelevant content is included. (10)	Ideas are presented clearly but could be more concise. Language is occasionally vague, ambiguous, emotionally charged, or colloquial. Key terms and counterexamples are left undefined. Irrelevant content is included. (8)	Ideas are not presented clearly and concisely. Language is often vague, ambiguous, emotionally charged, or overly colloquial. Key terms are poorly or wrongly defined. Irrelevant content is included. Word choice is often poor. (7)	Ideas are presented poorly, are neither clear nor precise. There is repetition of ideas and many passages that could be condensed. Much of the language is vague and ambiguous. Much of the content is irrelevant. (6)
VII. Mechanics (10 points) (see column to the right)	There are no errors of spelling, punctuation, or grammar. The author employs college-level sentence structure in accordance with standard English. (10)	There are a few errors of spelling, punctuation, or grammar. The author mostly employs standard college-level sentence structure with no serious deviations from standard English. (8)	There are several errors of spelling, punctuation, or grammar, with deviations from standard English. (7)	There are pervasive errors of spelling, punctuation, and grammar, and distracting deviations from standard English. (6)