

**RELIGIOUS DIMENSIONS**  
**Writing Expectations Rubric (SAMPLE)**

|   | <b>Unacceptable (F)</b>  | <b>Acceptable (C)</b>  | <b>Excellent (A)</b>   |
|---|--|--|--|
| <p><b>Domain Specific Skills</b></p> <p>Language pertinent to the study of religions</p> <p>Sources</p> | <p>Language choice fails to reflect understanding of conceptual, historical and/or methodological terms appropriate to the assignment.</p> <p>Fails to use sources in a way that demonstrates depth of understanding, breadth of research, and assessment of credibility. Does not cite sources as required by assignment.</p> | <p>Language choice largely reflects the conceptual, historical, and/or methodological terms as used in the course readings and discussions.</p> <p>Uses sources in a way that demonstrates some depth of understanding, an awareness of the need for a variety of sources, and discrimination between types of sources. Cites sources as required by assignment.</p> | <p>Language choice reflects understanding of the conceptual, historical, and/or methodological terms approaching expert writings of this type.</p> <p>Integrates a variety of sources into the assignment in a way that reflects deep assessment and understanding of those sources approaching expert writings of this type. Cites sources as required by assignment.</p> |
| <p><b>Methodological Skills</b><br/>(as required by assignment)</p>                                     | <p>Fails to historically contextualize the topic.</p> <p>Fails to interpret empirical data.</p> <p>Fails to apply theoretical approaches as required by the assignment.</p>  | <p>Attempts historical contextualization of the topic.</p> <p>Attempts interpretation of empirical data.</p> <p>Applies theoretical approaches though description and/or critical analysis may not demonstrate complex understanding of the theories.</p>  | <p>Historical contextualization demonstrates understanding of topic.</p> <p>Interprets empirical data so as to demonstrate complex understanding of the material.</p> <p>Applies theoretical approaches so as to demonstrate complex understanding through the descriptions and/or the critical analysis of those theories.</p>  |
| <p><b>Higher Level Thinking Skills</b></p>  | <p>No clear thesis to indicate purpose.</p> <p>Fails to make connections between sentences; no use of transitions to facilitate understanding.</p>   | <p>Thesis reflects the purpose of the assignment.</p> <p>Makes coherent connections between sentences; clear use of transitions between paragraphs and within them.</p>  | <p>Thesis indicates a strong focus, clear purpose, and is sustained and fully developed throughout the assignment.</p> <p>Strong connections and transitions throughout assignment that facilitate understanding.</p>  |
| <p><b>Mechanical Skills and Editing</b></p>   | <p>No editing apparent; an accumulation of error and/or syntactic/lexical imprecision; reasonable interpretation very difficult.</p>   | <p>Syntactic/lexical imprecision may disrupt effectiveness; quantity of sentence level error may occasionally interfere with reasonable interpretation.</p>  | <p>Strong competence in sentence-level editing apparent; style consistent with purpose and genre.</p>  |