

**MSCR Criminology Assessment Rubric**  
**Analytical Writing, Critical Thinking, Criminological Theory**

<b>Analytical Writing</b>		<b>Grade _____%</b>			
<b>Criteria</b>	<b>Exemplary (5)</b>	<b>Proficient (4)</b>	<b>Satisfactory (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
Content Knowledge  _____%	Demonstrates excellent employment of main themes and is comfortable with nuances in material. Details, facts, and analysis provide strong support. Paper has clear, strong thesis and goes beyond simple description.	Demonstrates employment of themes, details, facts, and analysis provides support. Paper has a Discernable thesis.	Main themes are identified in a vague way. Supporting evidence, analysis, and direction are present but limited. A thesis can be identified by paper content.	Gets basic content correct but is otherwise uncomfortable with material. Supporting evidence and analysis are limited lacking in detail or clarity. Paper has little to no direction or argument, spends most time describing.	Basic content is wrong, incorrect, or substantially incomplete. Paper has no arguments, spends most time describing.
Organization  _____%	Writing demonstrates unified and consistent organization. The order and structure of paragraphs and sentences are compelling and move the reader through the text easily.	Writing demonstrates logical order and structure of paragraphs and sentences are sometimes compelling and effective.	Writing demonstrates logical order and structure of paragraphs and sentences are infrequently compelling and effective but sometimes lacking in organization.	Organization is unclear and/or paper strays substantially from topic. Organization is less than clear, transitions are abrupt and the reasons for them unclear.	Writing lacks structure or order and lack organization which severely impedes readability.
Originality  _____%	Demonstrates excellent analytical originality, either in creating new arguments or in relating facts in new ways (beyond what is covered in course material).	Demonstrates Analytical originality, either in creating new arguments or in relating facts in new ways incorporates course materials.	Demonstrates some, but not a great deal of, analytical originality, either in creating new arguments or in relating facts in new ways.	Demonstrates little analytical originality, relies mainly on arguments and evidence already covered through readings or class materials or presentations.	Demonstrates no attempt to provide original analysis and relies completely on others work.



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<p><b>Information</b></p> <p>_____ %</p>	<p>Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. Includes information that opposes as well as supports the argued position Distinguishes between information and inferences drawn from that information.</p>	<p>Gathers sufficient, credible, and relevant information Includes information from opposing views Distinguishes between information and inferences drawn from it.</p>	<p>Gathers relevant information Includes some information from opposing views. In some cases distinguishes between information and inferences drawn from it.</p>	<p>Gathers some credible information, but not enough; some information may be irrelevant Omits significant information, including some strong counter-arguments Sometimes confuses information and the inferences drawn from it.</p>	<p>Relies on insufficient, irrelevant, or unreliable information --Fails to identify or hastily dismisses strong, relevant counter-arguments --Confuses information and inferences drawn from that information.</p>
<p><b>Interpretations, Inferences</b></p> <p>_____ %</p>	<p>Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions. Makes deep rather than superficial inferences Makes inferences that are consistent with one another.</p>	<p>Follows where evidence and reason lead to obtain justifiable, logical conclusions. Makes valid inferences, but not with the same depth as a (5).</p>	<p>Follows existing evidence to obtain conclusions Makes inferences, but not necessarily based on existing or prevalent reasons or reasoning.</p>	<p>Does follow some evidence to conclusions, but inferences are more often than not unclear, illogical, inconsistent, and/or superficial.</p>	<p>Uses superficial, simplistic, or irrelevant reasons and unjustifiable claims. Makes illogical, inconsistent inferences. Exhibits closed-mindedness or hostility to reason; regardless of the evidence, maintains or defends views based on self-interest.</p>
<p><b>Implications, Consequences</b></p> <p>_____ %</p>	<p>Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative) Distinguishes probable from improbable.</p>	<p>Identifies significant implications and consequences and distinguishes probable from improbable.</p>	<p>Identifies scant implications and consequences and in a lesser fashion distinguishes probable from improbable.</p>	<p>Has trouble identifying significant implications and consequences; identifies improbable implications.</p>	<p>Ignores significant implications and consequences of reasoning.</p>

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<b>Criminological Theory</b>					
<b>Criteria</b>	<b>Exemplary (5)</b>	<b>Proficient (4)</b>	<b>Satisfactory (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
<b>Grade _____ %</b>					
The Criminological Topic writing assignment (Identification)  _____ %	Criminological topic is eminently clear, interesting, relevant, and accurately utilizes one or more theories as framework for examining the topic.	Criminological topic is clear, interesting, and relevant, and with a few exceptions accurately utilizes the theory as a framework for examining the topic.	Criminological topic is adequately clear, and relevant, and utilizes the theory as a framework for examining the topic.	Criminological topic is <b>not</b> adequately clear, relevant, and/or accurately utilizes the theory as a framework for examining the topic.	Criminological topic is <b>not</b> stated, isn't relevant, and couldn't be identified as a framework for examining the topic.
Employment of criminological theory as a framework (Framing)  _____ %	The writer clearly presents the central theoretical concepts associated with the criminological theory.	The writer presents the central theoretical concepts associated with the criminological theory.	The writer adequately presents some of the central theoretical concepts associated with the criminological theory.	The writer presents the concepts associated with the criminological theory in a limited manner.	The writer does not present any theoretical concepts associated with criminological theory.
Specific concepts or ideas from the criminological theory are incorporated into the framing of the writing assignment (Integration)  _____ %	The writer selects at least one theoretical concept, and insightfully and creatively demonstrates how it could be utilized to make sense of their writing assignment. Relevant uses from readings are used in a thoughtful manner.	The writer selects at least one theoretical concept, and demonstrates how it could be utilized to make sense of their writing assignment. Relevant uses from primary readings are used in a thoughtful manner.	The writer selects at least one theoretical concept, and adequately demonstrates how it could be utilized in their writing assignment. Excerpts from primary theory readings are used in a limited manner.	The writer does not adequately demonstrate how it could be utilized to make sense of their writing assignment. Excerpts from primary theory readings are vague or unrelated.	The writer does not select a theoretical concept nor demonstrates how it could be utilized to make sense of their writing assignment. Excerpts from primary readings are not used.