

CANISIUS ALL-COLLEGE HONORS THESIS RUBRIC

(used for Honors Program assessment, not individual thesis grading)

Student:	Thesis Adviser:	Date:
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Intended Goal

The student demonstrates four (4) advanced learning skills, as measured by eleven (11) scores.

[Use the number system below and do not substitute one of your own, i.e., do not use .5 or 1.5.]

(There are only two possible scores for "integrity"—0 or 1)

Skills	FAILS STANDARDS 0 pts.	MEETS STANDARDS 1 pt.	EXCEEDS STANDARDS 2 pts.	Score
	ACADEMIC MATURITY	ACADEMIC MATURITY	ACADEMIC MATURITY	
1A	SELDOM or NEVER takes lead in research and writing; needs continual guidance from advisor	SOMETIMES takes the lead in research and writing; may need occasional guidance from advisor	USUALLY takes the lead in research and writing; does not wait for prompting from advisor	
1B	RESISTS constructive criticism from advisor	USUALLY listens to constructive criticism and incorporates some of adviser's suggestions	READILY embraces constructive criticism and adopts most of adviser's suggestions	
1C	SELDOM or NEVER meets deadlines	USUALLY meets deadlines	INVARIABLY meets deadlines	
CRITICAL THINKING	CRITICAL THINKING	CRITICAL THINKING	CRITICAL THINKING	
2A	UNABLE to identify salient arguments pertinent to the thesis	USUALLY identifies salient arguments pertinent to the thesis	CONSISTENTLY identifies salient arguments pertinent to the thesis	
2B	Gathers LITTLE or NO specific, relevant, and credible evidence from a variety of reliable sources	Gathers CONSIDERABLE specific, relevant, and credible evidence from a variety of reliable sources	Gathers MASSIVE specific, relevant, and credible evidence from a variety of reliable sources	
2C	SELDOM or NEVER draws warranted conclusions and/or makes unsubstantiated claims	USUALLY draws warranted conclusions from appropriate evidence	CONSISTENTLY draws warranted conclusions based on clear, careful reasoning and supported by appropriate evidence	
2D	NEVER generates new ideas; simply collects and repeats information	OCCASIONALLY generates new ideas about topic; synthesizes what has been learned through research	FREQUENTLY generates new ideas about topic; goes beyond synthesizing what has been learned through research	
WRITING CONVENTIONS	WRITING CONVENTIONS	WRITING CONVENTIONS	WRITING CONVENTIONS	
3A	Writing style is CONVOLUTED and SERIOUSLY FLAWED	Writing style is generally clear and FLUENT	Writing style is crystal clear, even ELEGANT	
3B	PERVASIVE errors in spelling, punctuation, grammar, and formatting distract greatly from the paper's content	SPORADIC errors in spelling, punctuation, grammar, and formatting do not generally distract from the paper's content	HARDLY ANY errors in spelling, punctuation, grammar, and formatting	
3C	Employs LITTLE, INAPPROPRIATE, or NO documentation for the topic	Employs APPROPRIATE documentation style for the topic	Employs DETAILED AND APPROPRIATE documentation style for the topic	
INTEGRITY	INTEGRITY	INTEGRITY	INTEGRITY	
4A	Is CARELESS or DECEPTIVE in presenting evidence, by suppressing, distorting, or inventing material; claims credit for material created by others	UNFAILINGLY presents evidence in a fair manner; scrupulously acknowledges the sources of all borrowed material		
			TOTAL (add the 11 scores)	

SCORING SCALE: Plagiarism (0 pts.) Fails Standards (0-6 pts.) Meets Standards (7-13 pts.) Exceeds Standards (14-21 pts.)