

## PHILOSOPHY PAPER/EXAM RUBRIC FOR CORE COURSES

	<b>Excellent</b>	<b>Good</b>	<b>Acceptable</b>	<b>Not acceptable</b>
<i>KNOWLEDGE</i>				
<b>1. COMPREHENSION OF MAIN IDEA OF SUBJECT POSITION</b>  (Student knows <b>what</b> Philosopher X claims.)	The student articulates the main idea (thesis) of the subject position clearly and precisely in his/her own words, in a way that enables the reader to comprehend it easily.	The student articulates the main idea of the subject position in his/her own words so that the reader can comprehend it with minimal effort.	The student articulates the main idea of the subject position partially; he/she formulates it in his/her own words but must to a significant extent rely on the language of the author.	The student does not articulate the main idea of the position.
<b>2. COMPREHENSION OF MAIN REASONS IN SUPPORT OF SUBJECT POSITION</b>  (Student knows <b>why</b> Philosopher X claims what he/she does.)	The student identifies the main reasons the author uses in supporting his/her position in a way that enables the reader to see their plausibility.	The student identifies the main reasons the author uses in supporting his/her position in his/her own words but some clarification is required to see their plausibility.	The student identifies the main reasons in supporting his/her position partially in his/her own words; he/she relies, to a significant extent, on the language of the primary text.	The student does not identify the main reasons the author uses in supporting his/her position.
<i>SKILLS</i>				
<b>3. CRITICALLY ENGAGES AN ARGUMENT</b>  (Student can <b>identify problems</b> with the argument presented by Philosopher X.)	The student raises “interesting” – i.e., cogent, relevant – objections to either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position. The objections are clearly articulated and well supported.	The student raises “interesting” – i.e., cogent, relevant – objections to either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position. The objections are at least partially supported and require some clarification.	The student makes observations about either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position that could be developed as objections.	The student does not raise objections to either 1) the subject position, 2) the reasons offered in support of the subject position, or 3) the structure of the argument used to establish the subject position.
<b>4. DEVELOPING A COUNTER-POSITION</b>	The student develops his/her own position on the problem that either modifies the subject position and argument(s) in light of the objections raised or is a new proposal. The proposal is clearly stated and supported by a plausible argument whose premises are well supported.	The student partially develops his/her own position. He/she articulates it clearly and presents an argument for it, but the argument is not as strong or well supported.	The student coherently articulates a counter-position but does not develop an argument for it.	The student does not articulate a counter-position at all, or does not do so coherently.