Writing Fundamentals Rubric 2018/19

A 4-year progressive rubric indicating performance on criteria expected at start of each year in college. ||| This is NOT a grading rubric.

Indicator Areas	0 Deficient	1 Beginning (Needs Help) [FR]	2 Developing [SO]	3 Target [JR/SR]	4 Exemplary [GRAD]
Summary and Interpretation—The practice of understanding, explaining, and responding to the concepts and texts (sources/readings/data) that you write about.					
1.1 and 1.2 COMPREHENSION: Explaining and Responding to Concepts and Texts/Sources	• Writer rarely if ever explains or responds to concepts and texts called for in assignment.	• Writer gives basic but inconsistent explanations or responses to concepts and texts called for in assignment.	• Writer consistently gives basic explanations or responses to concepts and texts under discussion.	• Writer gives developed explanations and responses to concepts and texts relevant to his or her discussion.	• Writer explains and responds to a full range of concepts and texts relevant and meaningful to his or her in-depth and complex discussion.
	• No basis for determining writer's understanding of texts.	• Writer may sometimes misunderstand texts.	• Summaries and explanations of texts are usually accurate; inter-pretations usually valid.	• Summaries and explanations of texts are accurate; interpretations are valid.	• The process of interpretation is discussed reflectively.
2.1 WORD CHOICE: Use of Words	• Word choice is often inaccurate, creating confusion.	• Word choice is not always accurate and/or appropriate, but does not interfere with tracking main ideas.	• Word choice is accurate and includes discipline-specific vocabulary.	• Word choice, including discipline-specific vocabulary, is accurate and articulate.	• Word choice, including discipline-specific vocabulary, is articulate, nuanced, and varied.
3.1, 3.2, and 3.3 ENTERING THE ACADEMIC CONVERSATION – CITATION AND INTEGRATION OF SOURCES: Use of Sources	• Sources markedly underutilized or overutilized.	• Quality, scope, and/or number of sources do not support the writer in fulfilling his or her purpose.	• Sources may be lacking in terms of quality, scope, and number but, for the most part, support the writer in fulfilling his or her purpose.	• Quality, scope, and number of sources indicate extensive research and fully support the writer in fulfilling his or her purpose.	• Quality, scope, and number of quality sources indicate a thorough research process that supports the writer in going far beyond the minimum assignment requirements.
	• Quotes are dropped into the piece with little introduction or explanation; few paraphrases or summaries are included or those that too closely resemble source text.	• Quotes, paraphrases, and summaries are included but sometimes lack adequate introduction or explanation.	• Source material is consistently introduced in ways that explain their relevance to the topic through use of quotes, paraphrases, and summaries.	• Writer traces the progression of a "conversation" among scholars through use of quotes, paraphrases, and summaries, and then engages in that conversation.	• Writer engages in the "conversation" among scholars through use of quotes, paraphrases, and summaries, and adds clear, original thought to that conversation.
	• Sources have been used with no evidence of citation, including no bibliography. Plagiarism evident.*	• Writer cites sources but patterns of stylistic errors may occur. Discrepancies occur between in-text citations and bibliography	• Writer consistently cites sources according to assigned style. Few unique errors (not patterns) may occur.	• Writer correctly cites sources and acknowledges the work and contributions of other scholars to the	• In addition to demonstrating Target qualities in this criterion, writing can be described as one or more of the following: compelling,

	*Any paper with evidence of extensive plagiarism (that is, beyond three local and unintentional instances) will automatically fail the WPF.	entries. Occasional citations may be missing.		academic conversation in metadiscourse.	original, above and beyond the assignment.
Evidence and Claims—The practice of identifying a question or problem, gathering evidence, and making conclusions/taking positions based on that evidence.					
4.1, 4.2, and 4.3 LOGICAL CONNECTIONS: Evidence and Claims Align Logically	• Claims are not included, or, if included, are unrelated to assigned topic or to one another.	• Claims usually address a specific problem, but may not be stated clearly or may be buried within the text because the writer is still engaged in thinking through the question or problem.	• Claims are usually stated clearly and present a general position on a question or problem.	• Claims consistently present a focused position on a question or problem.	• Claims are prominent, logical, concise; claims present a focused position on a question or problem while taking the relative strengths of other positions into account.
	• Little or no evidence is provided to support claims, or information is offered with few claims about why it is significant (i.e., a "data dump").	• Evidence is often not concrete enough to support claims.	• Evidence is usually concrete enough to support claims.	• Evidence is relevant, specific, and logical in support of claims.	• In addition to Target qualities, claims and evidence represent a variety of positions on or viewpoints of the topic.
	• No connections drawn between claims and evidence.	• Connections between claims and evidence are only sometimes explained.	• Connections between claims and evidence are usually explained.	• Writer aligns claims and evidence, develops connections between them, and draws conclusions.	• Writer uses his or her conclusions to propose new/original ideas.
5.1 and 5.2 OVERALL ORGANIZATION AND LOGICAL ORDER: Use of Big Picture Structural Conventions to Orient Readers within Document	• The introduction to the piece fails to provide clear direction. It may contain contradictory claims, ideas that go off on a tangent, or an incomplete statement of purpose.	• An opening statement briefly introduces a topic, but lacks a clear statement of purpose as to why the problem or question being addressed matters.	• An opening statement of purpose explains why the problem or question being addressed matters.	• An opening statement of purpose explains the context of the problem or question being addressed and why that problem or question matters.	• In addition to demonstrating Target qualities in this criterion, writing can be described as one or more of the following: compelling, original, above and beyond the assignment.
	• Evidence and claims are not presented in a clear sequence.	• The ideas in the piece are still in the development stage. Evidence and claims don't always have a clear connection to the thesis or statement of purpose; the piece may even move towards an entirely different conclusion — indicating that	• Evidence and claims are usually presented in a logical sequence.	• Evidence and claims are presented in a logical sequence throughout.	• In addition to demonstrating Target qualities in this criterion, writing can be described as one or more of the following: compelling, original, above and beyond the assignment.

		the writing process has served as a means for thinking, but that further thought and revision is needed.			
Audience Awareness—The practice of guiding your reader through your ideas.					
6.1 and 6.2 CLARITY AND FLOW (PARAGRAPHING, TRANSITIONS, and SENTENCES): Use of Structural Conventions to Guide Readers and Make Meaning Clear	• Elements of prewriting, such as note-taking, inaccurate word choices, and incomplete or rambling sentences, predominate.	• Writing strategies such as key words or transitions that help readers understand the direction of the piece are rarely/sometimes used to guide readers through the sequence of ideas.	• Writing strategies such as key words, transitions, or topic sentences are consistently used to guide readers through the sequence of ideas.	• Multiple writing strategies — including transitions, key words, topic sentences, and reflective comments — are consistently used to guide readers through the sequence of ideas.	• In addition to demonstrating Target qualities in this criterion, writing can be described as one or more of the following: compelling, original, above and beyond the assignment.
	• Not sufficiently organized or complete. Elements of a first draft such as multiple typos, syntax issues, awkward phrasing, and disjointed paragraphs are apparent throughout.	• Issues such as wandering ideas within paragraphs, convoluted sentences, and some • inconsistent wording indicate that the writer is still working primarily to generate his or her ideas and needs to engage more fully in a revision process that takes the reader into account.	• Indicators of adequate attention to audience are apparent in paragraphs that usually maintain a single focus, sentences that are generally well-structured, and wording that is consistent — allowing a clear message to be conveyed.	• Indicators of expert attention to audience are apparent in paragraphs that consistently maintain a single focus, sentences that are almost always well-structured, and wording that is consistent — allowing a clear message to be conveyed.	• Writer engages the reader in an exchange of ideas through use of well-developed paragraphs, polished sentences, and provocative wording that draws attention to the larger issues within the piece.
7.1 MECHANICS: Use of Grammar and Punctuation Conventions	• Grammar and punctuation conventions are rarely followed; five to six patterns of grammar or punctuation errors, or multiple unique errors throughout, consistently make reading difficult.	• Grammar and punctuation conventions are sometimes followed; however, three to four patterns of grammar or punctuation errors, or multiple unique errors throughout, often make reading difficult.	• Grammar and punctuation conventions have mostly been followed; however, one to two patterns of grammar or punctuation errors occasionally make reading difficult.	• Grammar and punctuation conventions have been followed, making reading effortless. Isolated errors may occur.	• Grammar and punctuation conventions have been followed, making reading effortless. Writing is stylistically interesting, compelling, and clear.