

Writing Fundamentals Rubric 2013/14

Indicator Areas	0 Deficient	1 Beginning (Needs Help)	2 Developing	3 Target	4 Exemplary
Summary and Interpretation —The practice of understanding, explaining, and responding to the concepts and texts that you write about.					
1. Explaining and Responding to Concepts and Texts	<ul style="list-style-type: none"> Writer does not explain or respond to concepts and texts called for in assignment. 	<ul style="list-style-type: none"> Writer mentions but rarely explains or responds to concepts and texts called for in assignment. Writer may sometimes misunderstand texts. 	<ul style="list-style-type: none"> Writer gives basic explanations or responses to concepts and texts under discussion. Summaries and explanations of texts are usually accurate; interpretations are usually valid. 	<ul style="list-style-type: none"> Writer gives developed explanations and responses to concepts and texts relevant to his or her discussion. Summaries and explanations of texts are accurate; interpretations are valid. 	<ul style="list-style-type: none"> Writer explains and responds to a full range of concepts and texts relevant and meaningful to his or her discussion. The process of interpretation is discussed reflectively.
2. Use of Words	<ul style="list-style-type: none"> Word choice is consistently inaccurate. 	<ul style="list-style-type: none"> Word choice is often inaccurate, creating confusion. 	<ul style="list-style-type: none"> Word choice is not always accurate and/or appropriate, but does not interfere with tracking main ideas. 	<ul style="list-style-type: none"> Word choice is accurate and includes discipline-specific vocabulary. 	<ul style="list-style-type: none"> Word choice, including discipline-specific vocabulary, is articulate, nuanced, and varied.
3. Use of Sources: Voice and Viewpoint	<ul style="list-style-type: none"> Little to no effort to use sources, or sources have been used so heavily that 30% or less of the paper is the writer's own work. 	<ul style="list-style-type: none"> Quality, scope, and/or number of sources do not support the writer in fulfilling his or her purpose. Few paraphrases or summaries are included; quotes are dropped into the piece with little introduction or explanation. Citations may be missing. Writer's voice and viewpoint are not distinct from those in the sources used. 	<ul style="list-style-type: none"> 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. Quotes, paraphrases, and summaries are included but sometimes lack adequate introduction or explanation. Writer does not consistently cite sources and/or does not do so accurately. Writer's voice and viewpoint are not always distinct from those in the sources used. 	<ul style="list-style-type: none"> Quality, scope, and number of sources support the writer in fulfilling his or her purpose. Source material is consistently introduced in ways that explain their relevance to the topic. Writer consistently cites sources. Writer's voice and viewpoint are distinct from those in the sources used. 	<ul style="list-style-type: none"> Quality, scope, and number of sources indicate extensive research and fully support the writer in fulfilling his or her purpose. Writer traces the progression of a "conversation" among scholars and then engages in that conversation. Writer consistently cites sources and acknowledges the work and contributions of other scholars to the academic conversation. Writer's voice and viewpoint are apparent throughout the piece and distinct from those in the sources used.
Evidence and Claims —The practice of identifying a question or problem, gathering evidence, and making conclusions/taking positions based on that evidence.					
1. Evidence and Claims Align Logically	<ul style="list-style-type: none"> Claims are unrelated to assigned topic or to one another. A mass of information is given (i.e., a "data dump") but no claims are made. 	<ul style="list-style-type: none"> Either claims are announced with very little evidence to support them, or information is offered with few claims about why it is significant. 	<ul style="list-style-type: none"> Evidence is often not concrete enough to support claims and/or claims are often not stated clearly. Connections between claims and evidence are only sometimes explained. Claims address a specific question or problem (although other claims may be buried within the text because the writer is still engaged in thinking through the question or problem). 	<ul style="list-style-type: none"> Evidence is usually concrete enough to support claims and claims are usually clear. Connections between claims and evidence are usually explained. Claims present a focused position on a question or problem. 	<ul style="list-style-type: none"> Evidence is relevant, specific, and logical in support of claims. Writer aligns claims and evidence, develops connections between them, and draws conclusions. 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.

Audience Awareness—The practice of guiding your reader through your ideas.					
1. Use of Structural Conventions to Guide Readers	<ul style="list-style-type: none"> No structure is evident. 	<ul style="list-style-type: none"> 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. Evidence and claims are not presented in a clear sequence. Writing strategies such as key words or transitions that help readers understand the direction of the piece are rarely used. 	<ul style="list-style-type: none"> An opening statement briefly introduces a topic, but lacks a clear statement of purpose as to why the problem or question being addressed matters. 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 the writing process has served as a means for thinking, but that further thought and revision is needed. Writing strategies such as key words or transitions are sometimes used to guide readers through the sequence of ideas. 	<ul style="list-style-type: none"> An opening statement of purpose explains why the problem or question being addressed matters. Evidence and claims are usually presented in a logical sequence throughout. Writing strategies such as key words, transitions, or topic sentences are consistently used to guide readers through the sequence of ideas. 	<ul style="list-style-type: none"> An opening statement of purpose explains the context of the problem or question being addressed and why that problem or question matters. Evidence and claims are presented in a logical sequence throughout. Multiple writing strategies — including transitions, key words, topic sentences, and reflective comments — are consistently used to guide readers through the sequence of ideas.
2. Use of Revision Strategies to Make Meaning Clear for Readers	<ul style="list-style-type: none"> Elements of prewriting, such as note-taking, haphazard word choices, and incomplete or rambling sentences, predominate. Not yet organized or complete enough for revision. 	<ul style="list-style-type: none"> Elements of a first draft such as multiple typos, syntax issues, and disjointed paragraphs are apparent throughout. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Indicators of an adequate revision process are apparent in paragraphs that maintain a single focus, sentences that are well-structured, and wording that is consistent — allowing a clear message to be conveyed. 	<ul style="list-style-type: none"> 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.
3. Use of Grammar and Punctuation Conventions	<ul style="list-style-type: none"> More than six grammar or punctuation conventions have consistently not been followed, disrupting the reading process. 	<ul style="list-style-type: none"> Grammar and punctuation conventions are rarely followed; five to six patterns of grammar or punctuation errors consistently make reading difficult. 	<ul style="list-style-type: none"> Grammar and punctuation conventions are sometimes followed; however, three to four patterns of grammar or punctuation errors often make reading difficult. 	<ul style="list-style-type: none"> Grammar and punctuation conventions have mostly been followed; however, one to two patterns of grammar or punctuation errors occasionally make reading difficult. 	<ul style="list-style-type: none"> Grammar and punctuation conventions have been followed, making reading effortless.