

Writing Fundamentals Rubric 2018/19 – **ABBREVIATED FOR ORIENTATION WRITING SAMPLE F18**

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] |
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| Summary and Interpretation—The practice of understanding, explaining, and responding to the concepts and texts (sources/readings/data) that you write about. | | | | | |
| 1.1 COMPREHENSION: Explaining and Responding to Concepts and Texts/Sources COMPREHENSION 1 | <ul style="list-style-type: none"> Writer rarely if ever explains or responds to concepts and texts called for in assignment. | <ul style="list-style-type: none"> Writer gives basic but inconsistent explanations or responses to concepts and texts called for in assignment. | <ul style="list-style-type: none"> Writer consistently gives basic explanations or responses to concepts and texts under discussion. | <ul style="list-style-type: none"> Writer gives developed explanations and responses to concepts and texts relevant to his or her discussion. | <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 in-depth and complex discussion. |
| 2.1 WORD CHOICE: Use of Words WORD CHOICE | <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 accurate and articulate. | <ul style="list-style-type: none"> Word choice, including discipline-specific vocabulary, is articulate, nuanced, and varied. |
| 3.2 ENTERING THE ACADEMIC CONVERSATION – CITATION AND INTEGRATION OF SOURCES: Use of Sources ACADEMIC CONVERSATION 2 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Quotes, paraphrases, and summaries are included but sometimes lack adequate introduction or explanation. | <ul style="list-style-type: none"> Source material is consistently introduced in ways that explain their relevance to the topic through use of quotes, paraphrases, and summaries. | <ul style="list-style-type: none"> Writer traces the progression of a “conversation” among scholars through use of quotes, paraphrases, and summaries, and then engages in that conversation. | <ul style="list-style-type: none"> Writer engages in the “conversation” among scholars through use of quotes, paraphrases, and summaries, and adds clear, original thought to that conversation. |
| Evidence and Claims—The practice of identifying a question or problem, gathering evidence, and making conclusions/taking positions based on that evidence. | | | | | |
| 4.1 LOGICAL CONNECTIONS: Evidence and Claims Align Logically LOGICAL CONNECTIONS 1 | <ul style="list-style-type: none"> Claims are not included, or, if included, are unrelated to assigned topic or to one another. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Claims are usually stated clearly and present a general position on a question or problem. | <ul style="list-style-type: none"> Claims consistently present a focused position on a question or problem. | <ul style="list-style-type: none"> 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. |
| 4.2 LOGICAL CONNECTIONS 2 | <ul style="list-style-type: none"> 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”). | <ul style="list-style-type: none"> Evidence is often not concrete enough to support claims. | <ul style="list-style-type: none"> Evidence is usually concrete enough to support claims. | <ul style="list-style-type: none"> Evidence is relevant, specific, and logical in support of claims. | <ul style="list-style-type: none"> In addition to Target qualities, claims and evidence represent a variety of positions on or viewpoints of the topic. |

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| <p>4.3 LOGICAL CONNECTIONS 3</p> | <ul style="list-style-type: none"> No connections drawn between claims and evidence. | <ul style="list-style-type: none"> Connections between claims and evidence are only sometimes explained. | <p>Connections between claims and evidence are usually explained.</p> | <ul style="list-style-type: none"> Writer aligns claims and evidence, develops connections between them, and draws conclusions. | <ul style="list-style-type: none"> Writer uses his or her conclusions to propose new/original ideas. |
| <p>5.1 OVERALL ORGANIZATION AND LOGICAL ORDER: Use of Big Picture Structural Conventions to Orient Readers within Document OVERALL ORGANIZATION 1</p> | <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. | <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. | <ul style="list-style-type: none"> An opening statement of purpose explains why the problem or question being addressed matters. | <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. | <ul style="list-style-type: none"> 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. |
| <p>Audience Awareness—The practice of guiding your reader through your ideas.</p> | | | | | |
| <p>6.1 CLARITY AND FLOW (PARAGRAPHING, TRANSITIONS, and SENTENCES): Use of Structural Conventions to Guide Readers and Make Meaning Clear CLARITY/FLOW 1</p> | <ul style="list-style-type: none"> Elements of prewriting, such as note-taking, inaccurate word choices, and incomplete or rambling sentences, predominate. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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"> Multiple writing strategies — including transitions, key words, topic sentences, and reflective comments — are consistently used to guide readers through the sequence of ideas. | <ul style="list-style-type: none"> 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. |
| <p>7.1 MECHANICS: Use of Grammar and Punctuation Conventions MECHANICS</p> | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <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. Isolated errors may occur. | <p>Grammar and punctuation conventions have been followed, making reading effortless. Writing is stylistically interesting, compelling, and clear.</p> |