



Education Department Writing Skills Evaluation Rubric
--

Course Name and Number _____

Faculty Name _____

Student Name _____

Directions for scoring: In the table below, score each of the four categories by placing a check in the applicable column: Underdeveloped: Work lacks basic aspects of category; Developed: Work demonstrates basic aspects of category; Highly Developed: Work shows complexity for categories; and Exemplary: Work excels in comparison with peers.

Writing Intervention: If the student scores underdeveloped in any area, the instructor will complete the Writing Referral Form, and submit it with the student paper(s) and this evaluation rubric to the appropriate administrative assistant (Undergraduate, MAED, MAED Curriculum & Instruction, MLIS).

	Underdeveloped	Developed	Highly Developed	Exemplary
Thought & Understanding				
Cohesion				
Expression				
Word Choice/Punctuation/ Mechanics/Grammar				

Directions for Student Feedback: Check specific descriptors as they apply and/or comment on each category.

THOUGHT AND UNDERSTANDING

<p>Shows accurate understanding of assignment: Directions not followed _____ Directions accurately followed _____ Presentation demonstrates understanding and depth _____</p> <p>Articulates ideas accurately: Details do not support ideas _____ Most ideas articulated accurately _____ Details clearly support ideas _____</p> <p>Synthesizes ideas: Little or no connection among source materials _____ Basic synthesis of multiple sources _____ Clear, fluid connections among sources _____</p> <p>Analyzes ideas in depth: Superficial treatment of ideas _____ Goes beyond articulation to analysis of most ideas _____ Most ideas show careful thought _____</p> <p>Examines personal assumptions: Little or no awareness of personal biases/assumptions _____ Personal assumptions identified _____ Strategically examines personal assumptions with deep insights _____</p> <p>Supports ideas with specific, appropriate evidence: Support is haphazard and/or inappropriate _____ Many unsupported generalizations _____ Ideas supported with appropriate evidence _____</p>	<p>Comments:</p>
--	-------------------------

COHESION

Introduction has engaging beginning and clear thesis:

Introduction lacks luster or is not present _____

Thesis is vague or not present _____

Introduction draws the reader in and introduces the thesis _____

Introduction is vivid and engaging with clear, precise thesis _____

Ideas in body support thesis:

Ideas have little or no relevance to thesis _____

Body enhances the thesis _____

Body is detailed to show in-depth understanding of topic _____

Ideas are substantially developed:

Little or no development of ideas _____

Most ideas are developed _____

Some ideas are original _____

Ideas reflect insight and depth _____

Ideas are supported with ample evidence:

Little evidence of careful research _____

Ideas are supported with convincing evidence _____

Ideas are supported with evidence from a variety of compelling sources _____

Sequenced logically with helpful transitions throughout:

Sequencing lacks logic _____

Few, if any logical connections _____

Sequencing is logical _____

Sequencing shows careful planning _____

Conclusion is strategic (summary, prediction, quote, etc.):

Conclusion is unsatisfying or missing _____

Conclusion ties ideas together _____

Conclusion echoes introduction and body _____

Comments:

EXPRESSION

Demonstrates audience awareness:

Audience shifts _____
Lacks audience _____
Audience is targeted clearly _____
Language, style and tone show excellent knowledge of particular audience _____

Uses a clear, recognizable style:

Style is inconsistent _____
Style or tone are inappropriate for audience _____
Style and tone are consistent _____
Style and tone are exceptionally engaging _____

Chooses words that are specific and striking:

Unoriginal phrasing (clichés) _____
Appropriate word choices _____
Word choices are creative in places _____
Word choices are vivid _____

Sentence structure is fluid:

Sentences are awkward _____
Sentence structure is consistently even _____
Sentences have an easy, natural flow _____

Shows awareness of rhythm and sound:

Little variation in sentence length _____
No clear attention given to sound _____
Sentence length varies _____
Work is engaging to read because of rhythm and sound _____

Comments:

WORD CHOICE//PUNCTUATION/ MECHANICS/GRAMMAR

<p>Word Choice: Some words are used incorrectly _____ Most words are used correctly _____</p> <p>Punctuates effectively: Punctuation is incorrect _____ Most punctuation is accurate _____ Punctuation is accurate and enhances readability _____</p> <p>Spells correctly: Many spelling errors _____ Most spelling is accurate _____</p> <p>Grammar (Sentence Structure Subject Verb Agreement, Pronoun-Antecedent Agreement, etc.) Many grammatical errors _____ Most grammar is correct _____ Grammatical conventions enhance reader engagement _____ Complex structures and other conventions are orchestrated with other devices to create a highly effective whole _____</p>	<p>Comments:</p>
--	-------------------------