**FAU Writing Across the Curriculum Student Writing Assessment Rubric: 4-Point Primary Traits**

*(Available online at http://www.fau.edu/wac/assessment/docs/AssessmentRubric\_2013\_revisions\_2-28-2014.doc)*

*Please mark the appropriate number following each primary trait.*

**PURPOSE:**

**This rubric evaluates substantial, argument-driven, out-of-class papers. Typically such papers develop a thesis in which students build a case for a particular analysis, interpretation, or evaluation of data/readings that leads to recommendations or specific conclusions.**

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| **OPENING:**  ***A) thesis/purpose/argument****: primary argument*  ***B) organizational statement/framework (set of statements)****:**description of how the argument will proceed* | | | | | |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |  |
| *A) thesis/ purpose/ argument* | **Fully** articulates primary argument **in fully explained, relevant context** at the **beginning** of the paper. Paper follows through **fully** with stated thesis and **demonstrates substantial critical analysis** of subject that is **not over-simplified**. | **Generally** articulates primary argument **in its general context** at the **beginning** of the paper. Paper follows through **generally** with stated thesis, offers **some critical analysis**, and is **not over-simplified**. | **Vaguely or partially** articulates primary argument with **minimal context** in the paper. Paper **may not or may partially** follow through with stated thesis. Often, papers offer little or **no critical analysis** of the subject and **present over-simplified thinking**. | **May not** articulate primary argument **or provide context** **anywhere** in the paper. Follow through **is not discernible**. Subject may simply be summarized with **no critical analysis**. If analysis is present it is **over-simplified and incomplete**. |  |
| *B) organizational statement* | Presents a **clear and direct** statement/framework located in the **beginning** of paper that demonstrates how the argument will track the fundamental, secondary, and implied problems/questions/issues. Readers **should be able to** **anticipate** how and why the paper will proceed as it does. | Presents a **general** statement /framework located in the **beginning** of the paper that demonstrates how the argument will track the fundamental, secondary, and implied problems/questions/ issues. Readers **should be able to** **anticipate** how the argument will proceed as it does, although reasons why it does so may be implied | Presents a **vague or partial** statement/framework located **somewhere** within the first few pages of the paper that demonstrates how the argument will track the fundamental, secondary, and implied problems/questions/issues. Readers **may have to** **infer** how the paper will proceed as it does, but may not find out why it is organized. the way it is. | Presents **no** organizational statement/framework. Readers are **not able to infer** how and why the paper will proceed as it does. |  |

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| **ARGUMENT:**  ***C) reasoning****: depth and complexity of thought*  ***D) evidence****: data/quotations/visuals and counterarguments* | | | | | |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |  |
| *C) reasoning* | Exhibits **substantial depth, fullness**, and **complexity of thought** supported by **sophisticated ideas/analysis and carefully chosen evidence** that support the paper’s thesis and demonstrates **substantial comprehension** of material presented. Thinking **expresses views** **without** discriminatory, socially offensive, or illogical thinking. | Exhibits **a preponderance of depth, fullness,** and **complexity of thought,** though reasoning and evidence may not be uniformly conclusive and convincing. Demonstrates **general compre-hension** of material presented. Thinking **expresses views** **without** discriminatory, socially offensive, or illogical thinking. | Exhibits **very little depth, fullness,** and **complexity of thought;** a reasoned response, but the reasoning and presentation of evidence may be somewhat simplistic and/or repetitive. Demonstrates **some comprehension** of material presented. Thinking **may express slightly** discriminatory, socially offensive, and/or illogical views. | Exhibits **no depth, fullness,** and **complexity of thought**; lacks clear reasoning, and supporting ideas, or evidence may be contradictory, repetitive, or Demonstrates **little or no comprehension** of material presented. Thinking **often expresses** discriminatory, socially offensive, and/or illogical views. |  |
| *D) evidence* | **Seamlessly** incorporates and explains the accuracy and relevance of data/ quotations/paraphrases/visuals; offers evidence from a **variety** of sources, **including** counterarguments/contrary evidence. **No** evidence is perfunctory. | Incorporates and examines data/ quotations/paraphrases/ visuals; offers evidence from **some** sources, **and may have** counterarguments/ contrary evidence. Evidence is **seldom perfunctory**. | Incorporates data/ quotations/ paraphrases/visuals **without** much explanation, and offers **limited** evidence with no counterarguments/ contrary evidence. Evidence is typically **perfunctory**. | Incorporates **little or no** data//quotations/ paraphrases/visuals **nor corresponding explanation**, and **fails** to address counterarguments/ contrary evidence. |  |

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| **ORGANIZATION AND STRUCTURE:**  ***E) rhetorical structure****: transitions, headers, bullets, and other structural indicators appropriate to the discipline* | | | | | |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |  |
| E) *rhetorical structure* | The argument’s focus is **abundantly clear** to the reader, and paragraphs **logically** and **coherently** build upon each other through the **complete and fluent** use of **transitions** and/or **headings**. | The argument’s focus is **generally clear** to the reader and the use of transitions **lends a sense** of progression and coherence. | The argument’s focus is **unclear** to the reader. **Some**, **mostly formulaic,** transitions are used, providing little **or no sense** of direction. | Transitions and sense of progression **are absent**. |  |

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| **CONCLUSION:**  ***F) implications and consequences****: importance of claims and future possibilities in conclusion* | | | | | |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |  |
| *F) Implications and consequences* | Offers a **clear and varied reframing** of argument**. Identifies**, **discusses**, and **extends** conclusions, implications, consequences, and/or future research possibilities. **Considers** context, assumptions, data, and evidence. **No oversimplification present. Contributes new** reflections or thinking. | Offers **some** nuanced restatement of argument. Identifies **some** implications, **some** consequences, and/or **some** future research possibilities. C**onsiders some** context**,** assumptions, data, or evidence. May offer **one minor oversimplification**, but contributes **something new** to the argument. | Simply **restates** argument with **little or no** reflection on implications or consequences. **Rarely considers** context, assumptions, data, or evidence. **Often oversimplified** and **typically** does **not add anything new**. | Offers a **partial** or **poor** restatement of argument. **Fails** to identify conclusions, implications or consequences. **Does not consider context,** assumptions, data, or evidence. **Is oversimplified** and **usually incomplete** with nothing new added**.** |  |

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| **DISCIPLINARY CONCERNS:**  ***G) academic tone****: specialized terms and concepts*  ***H) disciplinary conventions****: document format, including in-text citations, works cited, bibliography, references* | | | | | |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |  |
| *G) academic tone* | Tone is **mature**, **consistent**, and **suitable** for topic and audience. **Uses** specialized terms **accurately** and **consistently**. | Tone is **usually** appropriate. Specialized terms **usually used**, **often** **consistently**. | Tone **may** have **inconsistencies** in tense and person and **may** **lapse** at times to colloquial discourse. Specialized terms, if present, are **used** **superficially**. | Tone is **superficial** and **stereotypical**; **oral** rather than written **language patterns** predominate. Specialized terms, when present, are **typically misused**. |  |
| *H) disciplinary conventions* | **Fully adheres**to disciplinary conventions genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, and images. | **Generally** **adheres** to disciplinary conventions appropriate genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, and images. | **Attempted, but awkward** and **inappropriate** **adherence** to disciplinary genre, form | s |  |

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| **GRAMMAR AND SYNTAX:**  ***I) mechanics****: sentence-level patterns of error (e.g. comma splices, run-on sentences, subject/verb agreement)*  ***J) clarity:*** *in sentence structure*  ***K) style****: sentence variety* | | | | | |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |  |
| *I) mechanics* | **Contains virtually no** sentence level errors. | **Contains infrequent** sentence level errors; a few **patterns of error** may be present. | **Contains wide range of** errors, including several patterns that **do not impede** comprehension. | **Contains consistent error patterns** that **impede** comprehension. |  |
| *J) clarity* | Sentences **consistently phrase** thoughts **clearly**. | Sentences **usually** **phrase** thoughts **clearly**. | Sentences may, at times, be **wordy** and contain **unclear phrasing and vocabulary**. | Sentences are **frequently** **wordy** and contain **unclear** **phrasing and vocabulary.** |  |
| *K) style* | Sentences **are** varied, convincing, nuanced, and eloquent and **rarely if ever** simplistic. | Sentences **are** **generally** varied and convincing, although **occasionally** simplistic. **May, at times, be** nuanced and eloquent. | Sentences **may not be** varied or convincing. And are **often** simplistic.Language **is not** nuanced or eloquent, but it **does not generally interfere** with communication. | Sentences **are not** varied or convincing and are **usually** simplistic. **Lack of** eloquence or nuanced language **generally interferes** with communication. |  |