

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

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.

OPENING:

- 1) **thesis/purpose/argument:** *primary argument*
- 2) **organizational statement:** *description of how the argument will proceed*

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate	0. Discard Paper
1) <i>thesis/purpose/argument</i>	Fully and completely articulates primary argument in its context at the beginning of the paper.	Generally articulates primary argument in its context at the beginning of the paper.	Vaguely or partially articulates primary argument with minimal context in the paper.	May not articulate primary argument or provide context anywhere in the paper.	Not an argument driven paper.
2) <i>organizational statement</i>	Presents a clear and direct statement 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 the paper will proceed.	Presents a general statement 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.	Presents a vague or partial statement located somewhere in 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.	Presents no organizational statement. Readers are not able to infer how the paper will proceed.	Not an argument driven paper.

ARGUMENT:

- 3) **reasoning:** *depth and complexity of thought*
- 4) **support:** *data/evidence/visuals*

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate	0. Discard Paper
3) <i>reasoning</i>	Exhibits a logical progression of sophisticated ideas/analysis that support the paper's focus and explores relationships among issues.	Exhibits a logical progression of ideas/analysis that support the paper's focus and acknowledges relationships among issues.	Exhibits an accumulation of ideas that support the paper's focus without logical progression or acknowledgment of relationships among issues. May also display some contradictions or absolutes .	Exhibits little or no logical progression or order of ideas that support the paper's focus, does not acknowledge relationships among issues, and is marked by absolutes or contradictions .	Not an argument driven paper.

4) Evidence	Seamlessly incorporates and explains the accuracy and relevance of data/evidence/ visuals; offers evidence from a variety of sources, including counterarguments/contrary evidence.	Incorporates and examines data/ evidence/ visuals; offers evidence from some sources, including some counterarguments/ contrary evidence.	Incorporates data/ evidence/ visuals without much explanation, and offers limited evidence or counterarguments/ contrary evidence.	Incorporates little or no data/evidence/visuals nor corresponding explanation , and fails to address counterarguments/ contrary evidence.	Not an argument driven paper.
-------------	---	---	--	--	-------------------------------

ORGANIZATION AND STRUCTURE:
5) rhetorical structure: transitions, headers, bullets, and other structural indicators appropriate to the discipline

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate	0. Discard Paper
5) rhetorical structure	Complete and precise use of transitions; clearly displays the logical progression of the paper, lending coherence to the whole.	General use of transitions; lends a sense of progression and coherence.	Some or formulaic transitions; provides little or no sense of direction.	Transitions and sense of progression are absent .	Not an argument driven paper.

CONCLUSION:
6) implications and consequences: importance of claims and future possibilities in conclusion

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate	0. Discard Paper
6) Implications and consequences	Identifies, discusses, and extends conclusions, implications, consequences, and/or future research possibilities. Considers context, assumptions, data, and evidence.	Identifies some implications, some consequences, and/or some future research possibilities.	Simply restates argument with little or no reflection on implications or consequences.	Fails to identify conclusions, implications or consequences.	Not an argument driven paper.

DISCIPLINARY CONCERNS:
7) academic tone: specialized terms and concepts
8) disciplinary conventions: document format (not including citations)
9) presentation and citation format: in-text citations, works cited, bibliography, references

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate	0. Discard Paper

7) <i>academic tone</i>	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.	Not an argument driven paper.
8) <i>disciplinary conventions</i>	Fully adheres to disciplinary conventions genre, format, document design, and presentation of graphs, tables, images, and footnote/ endnotes.	Generally adheres to disciplinary conventions appropriate genre, format, document design, and presentation of graphs, tables, images, and footnote/ endnotes.	Attempted, but awkward and inappropriate adherence to disciplinary genre, format, document design, and presentation of graphs, tables, images, and footnote/ endnotes.	Fails to adhere to disciplinary genre, format, document design, and presentation of graphs, tables, images, and footnote/ endnotes.	Not an argument driven paper.
9) <i>presentation and citation format</i>	Cites and formats sources accurately and consistently and provides appropriate and complete works cited/ bibliography/ references.	Cites and formats sources consistently and provides appropriate works cited/ bibliography/ references. Some errors or flaws are present.	Cites some sources but often inaccurately . May neglect to include works cited page or to cite some sources altogether. References typically present, but inaccurate .	Little or no use of presentation and citation formats.	Not an argument driven paper.

GRAMMAR AND SYNTAX:

10) mechanics: *sentence-level patterns of error (e.g. comma splices, run-on sentences, subject/verb agreement)*

11) clarity *in sentence structure*

12) style: *sentence variety*

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate	0. Discard Paper
10) <i>mechanics</i>	Virtually free of sentence level errors.	Infrequent sentence level errors; one or two patterns of error may be present.	Contains multiple of error that do not impede comprehension.	Consistent error patterns that impede comprehension.	Not an argument driven paper.
11) <i>clarity</i>	Language clearly and effectively communicates thoughts coherently.	Language usually communicates thoughts clearly.	Some unclear phrasing and vocabulary; sentences may be wordy.	Unclear phrasing and vocabulary. Sentences are frequently wordy .	Not an argument driven paper.
12) <i>style</i>	Sentences are varied, convincing, nuanced, and eloquent.	Sentences are generally varied and convincing. May, at times, be nuanced and eloquent.	Sentences may not be varied or convincing Language is not nuanced or eloquent, but does not generally interfere with communication.	Sentences are not varied, convincing, nuanced or eloquent. Sentences are frequently confusing .	Not an argument driven paper.