

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

(updated 8-11-2021)

*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:

*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 <b>fully explained, relevant context</b> at the <b>beginning</b> of the paper. Paper follows through <b>fully</b> with stated thesis and <b>demonstrates substantial critical analysis</b> of subject that is <b>not over-simplified</b> .	<b>Generally</b> articulates primary argument in <b>its general context</b> at the <b>beginning</b> of the paper. Paper follows through <b>generally</b> with stated thesis, offers <b>some critical analysis</b> , and is <b>not over-simplified</b> .	<b>Vaguely or partially</b> articulates primary argument with <b>minimal context</b> in the paper. Paper <b>may not or may partially</b> follow through with stated thesis. Often, papers offer little or <b>no critical analysis</b> of the subject and <b>present over-simplified thinking</b> . (often 5 paragraph theme)	<b>May not</b> articulate primary argument or <b>provide context anywhere</b> in the paper. Follow through is <b>not discernible</b> . Subject may simply be summarized with <b>no critical analysis</b> . If analysis is present it is <b>over-simplified and incomplete</b> .
B) organizational framework	Presents a <b>clear and direct</b> statement/framework located in the <b>beginning</b> of paper that demonstrates how the argument will track the fundamental, secondary, and implied problems/questions/issues. Readers <b>should be able to anticipate</b> how and why the paper will proceed as it does.	Presents a <b>general</b> statement /framework located in the <b>beginning</b> of the paper that demonstrates how the argument will track the fundamental, secondary, and implied problems/questions/ issues. Readers <b>should be able to anticipate</b> how the argument will proceed as it does, although reasons why may not be completely obvious but are generally implied.	Presents a <b>vague or partial</b> statement/framework located <b>somewhere</b> within the first few pages of the paper that demonstrates how the argument will track the fundamental, secondary, and implied problems/questions/issues. Readers <b>may have to infer</b> how the paper will proceed as it does, but may not find why it is organized. (5 paragraph theme—3 things in random order—automatic Adequate)	Presents <b>no</b> organizational statement/framework. Readers are <b>not able to infer</b> how and why the paper will proceed as it does.

**ARGUMENT:**C) *reasoning*: depth and complexity of thoughtD) *evidence*: data/quotations/visuals and counterarguments

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate
C) <i>reasoning</i>	Exhibits <b>substantial depth, fullness, and complexity of thought</b> supported by <b>sophisticated ideas/analysis and carefully chosen evidence</b> that support the paper's thesis and demonstrates <b>substantial comprehension</b> of material presented. Thinking <b>expresses views without</b> discriminatory, socially offensive, or illogical thinking.	Must exhibit a <b>preponderance of depth, fullness, and complexity of thought</b> ; though reasoning and evidence may not be uniformly conclusive and convincing. Demonstrates <b>general comprehension</b> of material presented. Thinking <b>expresses views without</b> discriminatory, socially offensive, or illogical thinking.	Exhibits <b>very little depth, fullness, and complexity of thought</b> ; a reasoned response, but the reasoning and presentation of evidence may be somewhat simplistic and/or repetitive. Demonstrates <b>some comprehension</b> of material presented. Thinking <b>may express slightly</b> discriminatory, socially offensive, and/or illogical views throughout the paper.	Exhibits <b>no depth, fullness, and complexity of thought</b> ; lacks clear reasoning, and supporting ideas, or evidence may be contradictory, repetitive, or inadequately linked to the thesis. Demonstrates <b>little or no comprehension</b> of material presented. Thinking <b>is driven by</b> discriminatory, socially offensive, and/or illogical views.
D) <i>evidence</i>	<b>Seamlessly</b> and appropriately incorporates and explains the accuracy and relevance of data/ quotations/paraphrases/visuals; offers evidence from a <b>variety</b> of sources, <b>including</b> counterarguments/contrary evidence. <b>No</b> evidence is <b>perfunctory</b> (removeable without impact or dropped in with no explanation).	Incorporates appropriately and examines data/ quotations/paraphrases/ visuals; offers evidence from <b>some</b> sources, <b>and may have</b> counterarguments/ contrary evidence. Evidence is <b>seldom perfunctory</b> .	Incorporates data/ quotations/ paraphrases/visuals <b>without</b> much explanation, and offers <b>limited</b> evidence with no counterarguments/ contrary evidence. Evidence is typically <b>perfunctory</b> .	<b>Fails to identify and/or include</b> data//quotations/ paraphrases/visuals <b>nor corresponding explanation</b> , and <b>fails</b> to address counterarguments/ contrary evidence.

**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) <i>rhetorical structure</i>	The argument's focus is <b>abundantly clear</b> to the reader, and paragraphs <b>logically and coherently</b> build upon each other through the <b>complete and fluent</b> use of <b>transitions and/or headings</b> .	The argument's focus is <b>generally clear</b> to the reader and the use of transitions and/or headings <b>lends a sense</b> of progression and coherence. Not formulaic.	The argument's progression is <b>unclear</b> to the reader. <b>Some, mostly formulaic</b> , transitions and/or headings are used, providing little <b>or no sense</b> of direction.	Transitions, headings, and sense of progression <b>are absent</b> .

## CONCLUSION:

*F) implications and consequences: importance of claims and future possibilities in conclusion*

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate
<i>F) Implications and consequences</i>	Clearly identifiable conclusion that offers a <b>clear and varied reframing</b> of argument. <b>Identifies, discusses, and extends</b> conclusions, implications, consequences, and/or future research possibilities. <b>Considers</b> context, assumptions, data, and evidence. <b>No oversimplification present.</b> <b>Contributes new</b> reflections or thinking to the argument beyond restatement.	Clearly identifiable conclusion that offers <b>some</b> nuanced restatement of argument. Identifies <b>some</b> implications, <b>some</b> consequences, and/or <b>some</b> future research possibilities. <b>Considers some</b> context, assumptions, data, or evidence. May offer <b>one minor oversimplification</b> , but contributes <b>something new</b> to the argument beyond restatement.	Clearly identifiable conclusion that simply <b>restates</b> argument with <b>little or no</b> reflection on implications or consequences. <b>Rarely considers</b> context, assumptions, data, or evidence. <b>Often oversimplified</b> and <b>typically does not add anything new.</b>	<b>May not have a clearly identifiable conclusion.</b> Or may offer a <b>partial or poor</b> restatement of argument. <b>Fails</b> to identify conclusions, implications or consequences. <b>Does not consider context</b> , assumptions, data, or evidence. <b>Is oversimplified</b> and <b>usually incomplete</b> with nothing new added.

## DISCIPLINARY CONCERNS:

*G) academic tone: specialized terms and concepts, formality/informality*

*H) disciplinary conventions: document format, including in-text citations, works cited, bibliography, references*

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate
<i>G) academic tone</i>	Tone is <b>mature, consistent, and suitable</b> for topic and audience. <b>Uses</b> specialized terms <b>accurately</b> and <b>consistently</b> when appropriate.	Tone is <b>usually</b> appropriate; although there may be occasional lapses. Specialized terms <b>usually used, often consistently</b> , when appropriate.	Tone <b>may</b> have <b>inconsistencies</b> in tense and person; <b>a pattern of lapses undermines the tone.</b> Specialized terms, if present, are <b>used superficially.</b>	Tone is <b>superficial</b> and <b>stereotypical; oral</b> rather than written <b>language patterns</b> predominate. Specialized terms, when present, are <b>typically misused.</b>
<i>H) disciplinary conventions</i>	<b>Fully adheres</b> to disciplinary conventions genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, and images. Cites and formats sources <b>accurately and consistently</b> and provides <b>appropriate and complete</b> works cited/ bibliography/ references and footnote/endnotes. One or two error patterns may be present.	<b>Generally adheres</b> to disciplinary conventions appropriate genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, and images. Cites and formats sources <b>consistently</b> and provides <b>appropriate</b> works cited/ bibliography/ references and footnote/ endnotes. <b>Several error patterns and individual errors</b> are present.	<b>Attempted, but awkward and inappropriate adherence</b> to disciplinary genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, and images. Cites <b>some</b> sources but often <b>inaccurately.</b> May <b>neglect</b> to include works cited page or to cite some sources altogether. References typically present, but <b>inaccurate.</b>	<b>Fails to adhere</b> to disciplinary genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, images. <b>Little or no</b> use of citation formats.

## GRAMMAR AND SYNTAX:

*I) clarity: in sentence structure*

*J) style: sentence variety*

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

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate
<i>I) clarity</i>	Sentences <b>consistently phrase</b> thoughts <b>clearly; there may be a lapse or two in clarity</b> . As a reader, I <b>don't have to</b> work to understand sentences.	Sentences <b>usually phrase</b> thoughts <b>clearly</b> . As a reader, I <b>have to do some work</b> to understand several sentences.	Sentences may, at times, be <b>wordy</b> and contain <b>unclear phrasing and vocabulary</b> . As a reader, I <b>have to do too much work</b> to understand sentences.	Sentences are <b>frequently wordy</b> and frequently contain <b>unclear phrasing and vocabulary</b> . As a reader, I <b>can't typically follow</b> what the writer is saying.
<i>J) style</i>	Sentences <b>are</b> varied, convincing, nuanced, and eloquent and <b>rarely if ever</b> simplistic.	Sentences <b>are generally</b> varied and convincing, although <b>occasionally</b> simplistic. <b>May, at times</b> , be nuanced and eloquent.	Sentences <b>may not be</b> varied or convincing. And are <b>often</b> simplistic. Language <b>is not</b> nuanced or eloquent, but it <b>does not generally interfere</b> with communication.	Sentences <b>are not</b> varied or convincing and are <b>usually</b> simplistic. <b>Lack of</b> eloquence or nuanced language <b>generally interferes</b> with communication.
<i>K) mechanics</i>	Contains <b>virtually no</b> sentence level errors. May have a few accidental errors and/or <b>perhaps one error pattern</b> that does <b>not overwhelm</b> the text	Contains <b>infrequent</b> sentence level errors; <b>a few patterns of error</b> may be present that <b>do not overwhelm</b> the text.	Contains <b>wide range</b> of errors, including <b>several patterns</b> that <b>do not impede</b> comprehension.	Contains <b>consistent</b> error patterns that <b>impede</b> comprehension and <b>overwhelm the text</b> .