

Writing Across the Curriculum Program

Writing Assessment Rubric and Faculty Rating Submission Template

Writing Elements	1: <i>Inadequate</i>	2: <i>Marginal</i>	3: <i>Acceptable</i>	4: <i>Good</i>	5: <i>Excellent</i>
Focus: Discipline-Based Written Product	Student demonstrates a lack of awareness of purpose and audience; Unclear Focus; Inappropriate tone	Student demonstrates minimal awareness of purpose and audience; Marginal ability to provide a clear focus; Borderline ability to convey appropriate tone	Student demonstrates acceptable awareness of purpose and audience; Somewhat clear focus; indication of understanding of appropriate tone in writing	Student demonstrates accurate awareness of purpose and audience; Mostly clear focus; Satisfactory use of tone in writing	Student demonstrates perceptive awareness of purpose and audience; Clarity of focus; Deep understanding and ability to create appropriate tone
Content: Idea Development	Student provides no explanation and illustration of key ideas; No attempt to incorporate primary concepts of the discipline or to analyze and weigh differing facts and ideas; No synthesis of content-area materials or facts	Student provides vague explanation and illustration of key ideas; Inconsistent incorporation of primary concepts of the discipline; Weak effort to analyze and weigh differing facts and ideas; Incomplete synthesis of material	Student provides explanation and illustration of most key ideas; Incorporation of some primary concepts of the discipline; Analysis of differing facts and ideas and an effort to synthesize all materials, although possibly inconsistent	Student provides detailed explanation and illustration of key ideas; Incorporation of several primary concepts of the discipline; Accurate analysis of differing facts and ideas and a clear synthesis of all material	Student provides extensive explanations and illustrations of key ideas; Thorough incorporation of primary concepts of the discipline; Sophisticated ability to analyze and weigh differing facts and ideas and synthesize all material
Organization	Student does not use transitions or headings; Student writing is absent of logical and clear arrangement of ideas; Writing lacks unity and coherence of paragraphs	Student minimally uses transitions or headings; Provides inconsistent and sometimes unclear logic and arrangement of ideas; Creates borderline unity and coherence of paragraphs	Student uses some of transitions or headings; Provides fairly logical and clear arrangement of ideas; Creates adequate unity and coherence of paragraphs	Student appropriately uses transitions or headings; Provides mostly logical and clear arrangement of ideas; Creates consistent unity and coherence of paragraphs	Student efficiently uses transitions or headings; Provides highly logical and clear arrangement of ideas; Creates comprehensive unity and coherence of paragraphs
Style	Student's ability to use discourse and language appropriate to their academic discipline is weak with several redundancies; Student does not use appropriate word choice and/or vocabulary of field; Student does not demonstrate an understanding of specific style guide for documentation (i.e., APA, MLA, etc.)	Student uses minimal discourse and language appropriate to their academic discipline with some redundancy; Inconsistently uses vocabulary of field and some inappropriate word choice; student makes several errors in using discipline-specific style guide for documentation (i.e., APA, MLA, etc.)	Student sometimes uses discourse and language appropriate to their academic discipline with some redundancy; Attempts to use appropriate word choice that is specific to vocabulary of field; makes an effort at following discipline-specific style guide for documentation (i.e., APA, MLA, etc.), although some errors occur.	Student mostly uses discourse and language appropriate to academic discipline; avoids redundancy; Demonstrates good use of appropriate word choice and vocabulary of field; demonstrates competence in following discipline-specific style guide for documentation (i.e., APA, MLA, etc.)	Student demonstrate an ease in using discourse and language appropriate to academic discipline; Is not redundant; Selects sophisticated word choice and masters accurate use of vocabulary in field; demonstrates accurate ability to use discipline-specific style guide for documentation (i.e., APA, MLA, etc.)

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English Language Conventions	Student writes with many patterns of errors in grammar, and frequently includes comma splices, run-ons, and/or fragments; writing exhibits patterns of usage and grammatical errors; numerous misspellings	Student writes several grammatically incorrect sentences, comma splices, run-ons, and/or fragments and a pattern of errors begins to emerge in any one error type; several misspellings	Student writes some grammatically incorrect sentences, and has some comma splices, run-ons, and/or fragments but not a clear pattern in any error type; some misspellings	Student writes mostly grammatically correct sentences, with few comma splices, run-ons, and/or fragments; writing has few to no misspellings	Student writes grammatically correct sentences with an absence of comma splices, run-ons, fragments; Writing is absent of usage and grammatical errors and maintains accurate spelling

Note: Although the overall writing elements will not change in varying subject areas across the curriculum, descriptors in gray-shaded areas may change to best represent the writing expectations of a discipline or content-area written product. Printable content-specific rubrics, providing discipline-based descriptors in the gray shaded areas of the rubric template, will be added as developed by program faculty and WAC Director.