

Scoring Rubric for Writing Assessment

Rubric	Pre-College Competencies	First-Year Outcome: Beginning Competencies	Second-Year Outcome: Developing Competencies	Third-Year Outcome: Practicing Competencies	Fourth-Year Outcome: Accomplished Competencies
Purpose and Audience	The writing shows an awareness of audience, even if it does not yet fully engage that audience. It also shows some awareness of distinct purpose.	The writing meets the requirements of the assignment, engages the audience, and demonstrates a basic familiarity with audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.	The writing meets the requirements of the assignment, engages the audience, and demonstrates an average familiarity with audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.	The writing meets the requirements of the assignment, engages the audience, and demonstrates an above average facility with audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.	The writing meets the requirements of the assignment and demonstrates an insightful awareness of audience by engaging and invoking them. The purpose is meaningful and appropriate for the particular discipline and/or genre.
Main Idea	The main idea/thesis is either clear or can be determined without much difficulty, even if some inference is still required.	Reader can understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.) and the main idea is generally maintained throughout the document.	Reader can easily understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.) and main idea is consistently maintained throughout the document.	Reader can easily understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.). The main idea is incorporated into the text in a manner appropriate for the discipline and genre.	Reader can clearly understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.). The manner in which the main idea is presented in the text demonstrates proficiency with the expectations of the discipline and genre. Main idea is meaningful to the discipline.

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Development and Support	Sometimes provides supporting details suitable to audience and purpose.	Supporting details are suitable to audience and purpose; material drawn from external sources is incorporated into the text. Reasoning is mostly sound.	Supporting details are mostly suitable to audience and purpose; material drawn from external sources is incorporated into the text. Reasoning is sound and does not contain logical fallacies. In addition, the writing exhibits a basic familiarity with the questions, values, and methods used by the particular discipline and/or genre in which the student is writing.	Supporting details are suitable to purpose and audience; material drawn from external sources is synthesized and integrated into the text. Reasoning is sound and does not contain logical fallacies. In addition, the writing exhibits a use of subject matter that demonstrates a growing familiarity with the questions, values, and methods used by the particular discipline and/or genre in which the student is writing.	Supporting details are suitable to purpose and audience; material drawn from external sources is synthesized and integrated into the text. The writing effectively integrates disciplinary content with examples and applications. The document displays sound reasoning and provides a comprehensive analysis of details, facts, and concepts demonstrating the student's proficiency in his/her field of study.

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Organization	<p>The writing is characterized by one or more of the following:</p> <ul style="list-style-type: none"> • Some attempts at order and structure are noted, even if the writing still contains problems, • Paragraphing is evident, as are attempts at sequencing and transitions between ideas, and <p>Introduction and conclusion are somewhat developed.</p>	<p>Organization is mostly clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion.</p>	<p>Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the document demonstrates a beginning understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which the student is writing.</p>	<p>Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the document demonstrates an average understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which he/she is writing.</p>	<p>Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the document demonstrates an above average understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which he/she is writing.</p>
Sentence Structure	<p>Simple sentences or run-on sentences used excessively, almost exclusively. Frequent errors of sentence structure.</p>	<p>Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax usage.</p>	<p>Effective and varied sentences; errors (if any) due to lack of careful proofreading; syntax errors (if any) reflect uses as colloquialisms.</p>	<p>Effective and varied sentences; some variety of sentence style and length.</p>	<p>Each sentence structured effectively and powerfully. Rich, well-chosen variety of sentence styles and length.</p>

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Mechanics & Presentation	Contains many and serious errors of punctuation, spelling, and/or capitalization; errors interfere with meaning. Formatting weak.	Contains some errors of punctuation, spelling, and/or capitalization. Errors do not usually interfere with meaning. Formatting incorrect in a few places.	Contains few punctuation, spelling, or capitalization errors. Few formatting errors.	Contains rare punctuation, spelling, and/or capitalization errors. No formatting errors.	Virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment.
Vocabulary & Word Usage	Extremely limited vocabulary; choices lack grasp of diction or use of concrete diction; usage is inaccurate or repetitious.	Errors of diction and usage, while evident, do not interfere with readability. Language choice calls attention to itself in minor ways (e.g., the purpose of this paper is...; I feel that...; etc.). Inappropriate or inconsistent use of person may be present (“I,” “you,” etc.).	Ordinary vocabulary range, mostly accurate; some inappropriate colloquial terms.	Good vocabulary range and accuracy of usage.	Exceptional vocabulary range, accuracy, and correct and effective word usage.

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Citing Sources	External sources are beginning to be used and discussed in the text, even if they are not yet a major part of the paper. If external sources are used, there is an attempt at citation.	Any material drawn from a source is documented and cited, although not always correctly. Sources are mostly credible and relevant.	Any material drawn from a source is credible and relevant and is properly documented and cited.	Any material drawn from a source is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the student is writing. Sources are discipline-appropriate.	All quoted material is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the student is writing. Sources are discipline-appropriate, sufficient, and reflect an understanding of the state of research in the field.

*Rubrics have been culled from these sources:

- ✓ America Public University. "Undergraduate Writing Rubric (Lower Level)." *Learning Outcomes Assessment*. <https://www.rcampus.com/rubricshowc.cfm?code=D4WAX9&sp=yes>
- ✓ America Public University. "Undergraduate Writing Rubric (Upper Level)." *Learning Outcomes Assessment*. <https://www.rcampus.com/rubricshowc.cfm?code=B4WAXB&sp=yes>
- ✓ Illinois State University. *PORTFOLIO GRADING STANDARDS: LANGUAGE AND COMPOSITION (ENGLISH 101)*. <http://www.english.ilstu.edu/writingprogram/Grading.PDF>
- ✓ Mankato State University. *General Education Goals and Competencies for English*. <http://english.mnsu.edu/genedgoals.htm>
- ✓ Oregon Department of Education. *Official Scoring Guide, Writing*. https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/wriscorguide_info_argu_eng.pdf
- ✓ Saint Mary's College School of Extended Education. *College-Level Writing Rubric*. <https://www.vuu.edu/Content/Uploads/vuu.edu/files/University%20College/Writing%20Assignment%20Rubric%208%2019%2018.pdf>