

# Student Writing Assessment

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## Introduction

The following rubric is used to consistently measure the extent to which students have accomplished the learning objectives of the courses in writing.

Since writing skills are the same for all courses, students in EAP 1684, ENC 0025, and ENC 1101 will all use the same rubric but be held to different standards. However, since the expectations for success are at different levels, measurements of student success will be different as well.

The rubric is broken down into four areas and is meant to measure all learning objectives:

- Critical Thinking
- Clarity and Organization
- Language
- Support

Within each area, specific related skills are measured, and the professor scores students based on student accomplishment in each area. The point total is then added and recorded.

**Summary Rubric:** The first sheet of the rubric is meant as a summary and a convenience for professors to use while grading student work.

**Explanation Rubric:** The following four sheets list specific and concrete skill levels that are implied in the summary rubric. The summary rubric, if it is used by professors, must reflect the specific rubric for each area.

## Scoring

To complete the course successfully, students must score the following:

- EAP 1684 and ENC0025 students must score 24 points or more
- ENC 1101 students must score 34 points or more

## Assessment

Assessment not used to improve writing is useless. The writing scored using the rubric must be kept for one year because statistical information can reveal how successful students are in various courses, EAP 1684, ENC 0025, and ENC 1101 and in the entire basic writing program. No professors' or students' names will be on any of the essays used to review achievement. Statistics from the previous year can identify success and areas where future effort should be focused. Then department heads can focus on appropriate areas with adjunct instructors. A web-based resource for each rubric area might be developed in time. Please see your department head for more information.

## Student Writing Assessment (Summary Rubric)

	<b>Superior</b>	<b>Good</b>	<b>Competent</b>	<b>Below Expectations</b>	<b>Unacceptable</b>
<b>Critical Thinking</b>  <b>0-15 points:</b> _____	Exceptionally developed clear, logical, focused thesis and content that anticipates and responds to an academic audience's needs and assumptions.  13-15 pts.: _____	Clear, logical thinking and a focused thesis. Does not always anticipate or respond to the needs and assumptions of an academic audience  10-12 pts.: _____	Thesis addresses the issue and audience, but is too broad or too narrow. Provides only general and limited explanations that barely meet the needs of an academic audience  7-9 pts.: _____	Thesis is ineffective or missing. Gaps in logical thinking are noticeable. Logical questions by a skeptical academic audience are not addressed.  4-6 pts.: _____	Does not follow the assignment instructions and does not accomplish the purpose of the assignment. No evidence of critical thinking.  0-3 pts.: _____
<b>Clarity &amp; Organization</b>  <b>0-10 points:</b> _____	Method of development implied in topic sentences is clearly and consistently followed in all paragraphs. Transitions and reinforcement of the main idea add unity and coherence to the writing.  9-10 pts.: _____	Although an occasional topic sentences is missing or ineffective, the method of development implied in the topic sentences is mostly followed. Transitions and reinforcement of the main idea are mostly followed.  7-8 pts.: _____	Topic sentences do not express clear direction. Transitions and reinforcement of the main idea are minimal, forcing the reader to make some connections that should be made by the writer.  5-6 pts.: _____	Topic sentences are sometimes present, but most are missing or ineffective. Development is aimless, transitions mostly missing, and the main idea is not reinforced. The academic audience cannot follow the logical thread of the argument most of the time.  3-4 pts.: _____	Topic sentences missing or methods of development implied by topic sentences are not followed.  0-2 pts.: _____
<b>Language</b>  <b>0-15 points:</b> _____	Standard grammar and punctuation are followed. Frequently uses specific, concrete words and phrases that noticeably add believability and sophistication to the writing. Formal tone is consistently used.  13-15 pts.: _____	Standard grammar and punctuation are mostly followed. Uses enough specific, concrete words and phrases that make the writing believable. Formal tone is consistently maintained.  10-12 pts.: _____	Some repeated grammar and punctuation errors distract readers. Uses too many general words and phrases. Occasionally uses informal tone not appropriate to an academic audience.  7-9 pts.: _____	Many and varied grammar, and punctuation errors throughout the paper make the writing difficult to understand. Many filler words used that do not add content or credibility. Mostly informal tone is not appropriate to an academic audience.  4-6 pts.: _____	Errors in grammar and punctuation are so frequent that the reader cannot follow the logic of most sentences. General and filler words make the writer and writing not credible to an academic audience. Writing is consistently too informal for an academic audience.  0-3 pts.: _____
<b>Support</b>  <b>0-10 points:</b> _____	Uses ample specific and concrete facts, examples, and/or narration. Introduces valid and believable outside sources, uses correct in-text citations for summaries and quotes. Bibliography, if required, is correct.  9-10 pts.: _____	Uses some concrete facts and/or narration but credibility would be improved with more specific, concrete details and examples. Missing minor parts of in-text documentation. Bibliography, if required, is mostly correct.  7-8 pts.: _____	Some general facts, examples, and/or narration reduce the credibility to an academic audience. Does not introduce outside sources consistently. Missing or inconsistent use of in-text documentation. Bibliography, if required, is somewhat flawed.  5-6 pts.: _____	Offers little or no concrete facts. Generalities make the writing not credible or convincing to an academic audience. Includes many, significant errors with introductions to outside sources, in-text citations, summaries, and quotes. Bibliography, if required, is mangled or incomplete.  3-4 pts.: _____	Evidence provided does not conform to the purpose of the paper or the assignment. Outside sources are not credible. Bibliography, if required, is missing. Blatantly plagiarized.  0-2 pts.: _____
<b>Total:</b> _____	Comments:				

## Student Writing Assessment – Critical Thinking (Explanation Rubric)

	<b>Superior (A)</b>	<b>Good (B)</b>	<b>Competent (C)</b>	<b>Below Expectations (D)</b>	<b>Unacceptable (F)</b>
	<p>Exceptionally developed clear and focused thesis and content appropriate to the purpose of the assignment.</p> <p>Ample evidence of logical thinking.</p> <p>Anticipates and responds to the academic audience’s knowledge and assumptions.</p> <p>Evidence of successful evaluation of the quality of outside source(s) is reflected in the writing</p> <p>13-15 points_____</p>	<p>Developed clear and focused thesis and content appropriate to the purpose of the assignment.</p> <p>Definite evidence of logical thinking.</p> <p>Some relevant facts and assumptions behind the thesis are not explored or explained clearly or thoroughly.</p> <p>Evidence of general evaluation of the quality of outside source(s) reflected in the writing</p> <p>10-12 points_____</p>	<p>Thesis noticeably too broad, too narrow or not appropriate to the purpose of the assignment.</p> <p>Some evidence of logical thinking.</p> <p>Relevant facts and assumptions behind the writing are explained using only general and limited explanation.</p> <p>Some evidence of evaluating the outside source(s) is reflected in the writing</p> <p>7-9 points_____</p>	<p>Thesis is either ineffective or missing.</p> <p>No evidence of logical thinking.</p> <p>No recognition of the relevant facts and assumptions behind the writing.</p> <p>Shows no evidence of evaluating outside source(s)</p> <p>4-6 points_____</p>	<p>Does not follow the assignment instructions and does not accomplish the purpose of the assignment.</p> <p>No evidence of critical thinking.</p> <p>0-3 points _____</p>
<b>Comments</b>	<p><i>(Specific and individual concerns can be addressed here, such a non-native language errors, etc.)</i></p>				

## Student Writing Assessment – Clarity and Organization (Explanation Rubric)

	Superior	Good	Competent	Below Expectations	Unacceptable
	<p>Establishes a logical organization that is easy for readers to follow.</p> <p>Noticeably uses effective topic sentences that establish a clear direction for the paragraph, usually at the beginning of paragraphs.</p> <p>Methods of development implied in topic sentences are clearly and consistently followed in all paragraphs.</p> <p>Uses transitions to lead the reader through the text of each paragraph.</p> <p>Regularly reinforces central idea to create unity and coherence throughout the writing.</p> <p>9-10 points____</p>	<p>Establishes a logical organization that is easy for readers to follow.</p> <p>Most topic sentences establish a clear direction for the paragraph, but an occasional topic sentence is either ineffective or missing.</p> <p>Methods of development implied in topic sentences are mostly followed.</p> <p>Uses transitions most of the time to lead the reader through the text of each paragraph.</p> <p>Occasionally reinforces the central idea to create unity and coherence.</p> <p>7-10 points____</p>	<p>Does not consistently follow the implied organization.</p> <p>Topic sentences exist for most paragraphs, but many do not express a clear direction for the paragraph.</p> <p>Methods of development implied in topic sentences are mostly followed.</p> <p>Uses transitional words and phrases infrequently forcing the reader to look for logical connections that should be made more clear.</p> <p>Minimally emphasizes the main idea.</p> <p>5-6 points____</p>	<p>Organization not clearly understood or not followed.</p> <p>Topic sentences are sometimes present, but most are missing or ineffective.</p> <p>Does not consistently follow the methods of development implied in topic sentences.</p> <p>Lacks transitional words and phrases to the point that reader is unable to follow the logic of the writing most of the time.</p> <p>Does not reemphasize the main ideas.</p> <p>3-4 Points____</p>	<p>Uses little or no coherent organization throughout the paper. The ideas expressed are confusing, unclear, or do not make sense to the reader.</p> <p>0-2 Points____</p>
<b>Comments</b>	<i>(Specific and individual concerns can be addressed here, such a non-native language errors, etc.)</i>				

## Student Writing Assessment - Language (Explanation Rubric)

	<b>Superior</b>	<b>Good</b>	<b>Competent</b>	<b>Below Expectations</b>	<b>Unacceptable</b>
	<p>Uses standard English grammar, mechanics, spelling, and punctuation.</p> <p>Uses words that add specific, descriptive content. Avoids unnecessary, generalized fillers. Uses stylistic techniques that add emphasis, sophistication, and polish.</p> <p>Maintains formal tone for academic writing by using third person references. Does not use intimate second person references ("you").</p> <p>13-15 points_____</p>	<p>Uses standard English grammar, mechanics, spelling, and punctuation.</p> <p>Includes specific, descriptive content, but occasionally uses general words or phrasing.</p> <p>Maintains formal tone for academic writing by using third person references. Does not use intimate second person references ("you").</p> <p>10-12 points_____</p>	<p>Includes a few repeated grammar, mechanics, spelling, and punctuation errors throughout the paper.</p> <p>Repetitive sentence structure. Relies on too many general words and phrases, despite some specific words and phrases.</p> <p>Occasionally uses an informal tone or point of view that is not appropriate to academic writing.</p> <p>7-9 points_____</p>	<p>Includes many and varied grammar, mechanics, spelling, and punctuation errors throughout the paper, making the writing difficult to understand.</p> <p>Repetitive sentence structure. Contains excessive filler words that add no content.</p> <p>Uses a mix of personal references that makes the writing neither informal nor formal enough for academic writing.</p> <p>4-6 points_____</p>	<p>Includes many grammar, mechanics, spelling, and punctuation errors throughout the paper, making the writing very difficult or impossible to understand.</p> <p>Repetitive sentence structure. Contains excessive filler words that add no content.</p> <p>Uses tone and language throughout the writing that are not appropriate to academic writing.</p> <p>0-3 points _____</p>
<b>Comments</b>	<i>(Specific and individual concerns can be addressed here, such a non-native language errors, etc.)</i>				

## Student Writing Assessment – Support (Explanation Rubric)

	Superior	Good	Competent	Below Expectations	Unacceptable
	<p>Uses ample specific and concrete facts, examples, and/or narration that explain or support the central idea, thereby giving credibility to the writing and the writer.</p> <p>Introduces summaries, quotes, and/or references to outside sources.</p> <p>Consistently and correctly uses in-text citations.</p> <p>Supplies correct bibliography if required by the assignment.</p> <p>9-10 points____</p>	<p>Uses some concrete facts and/or narration that explain or support the central idea, but the credibility of the writing would be improved with more specific details and concrete examples.</p> <p>Occasionally does not introduce summaries, quotes, and/or references to outside sources.</p> <p>Consistently and correctly uses in-text citations with few or minor errors.</p> <p>Small errors exist in a bibliography if required by the assignment.</p> <p>7-10 points____</p>	<p>Needs more specific, concrete facts, examples, and/or narration to support the central idea. Supporting facts are too general throughout most of the writing, making the writer and the writing less credible.</p> <p>Does not introduce outside sources consistently.</p> <p>Includes some errors with in-text citations, summaries, quotes and/or references to outside sources.</p> <p>Bibliography, if required, does not substantially follow correct format.</p> <p>5-6 points____</p>	<p>Offers few or no facts, and/or narration to support the central idea. Because of the generalities, the writing and the writer are not convincing</p> <p>Includes many, significant errors with introductions to outside sources, in-text citations, summaries, quotes, and/or references to outside sources.</p> <p>Bibliography, if required, is substantially mangled or incomplete. Entries may be missing</p> <p>3-4 points____</p>	<p>Contains no support, or the support provided is not appropriate to the central idea. Writing and writer are not believable, yet alone credible.</p> <p>Does not introduce outside sources, cite summaries, provide quotes, and/or references to other sources. Bibliography, if required, is missing. (Plagiarism).</p> <p>0-2 points____</p>
<b>Comments</b>	<i>(Specific and individual concerns can be addressed here, such a non-native language errors, etc.)</i>				