

	Exceeds Expectations	Meets Expectations	Falls Below Expectations	No Credit
Focus	The main purpose is clear and the paper makes effective use of thesis, topic sentences, forecasting statements, and words and phrases that connect the content of individual paragraphs to the overall point of the paper.	The paper is controlled by one main purpose (main idea). The purpose/main idea is appropriate to assignment. Relevance of content is made clear.	The paper is not consistently controlled by one main purpose, or the main purpose suggested by the content is at odds with the paper's stated or assigned purpose. Significant portions of content add length without adding substance.	The paper has no clear main purpose or does something other than the assigned task.
Development	Evidence and reasoning are entirely appropriate to the audience and purpose and are richly developed.	Evidence and reasoning are adequate to support claims. The assignment is complete.	Support for claims is inadequate or superficial or contains significant inaccuracies in information or reasoning, or parts of the assignment are underdeveloped.	The assignment is incomplete or the paper shows little or no attempt to support claims.
Organization	The sequence of ideas supports development of the main idea; transitions and other features are used to reinforce organization.	Ideas are grouped into paragraphs, and paragraph breaks are used to indicate shifts in focus. The sequence of ideas is clear but not necessarily ideal.	The sequence of ideas is frequently confusing or unclear, or grouping and division of ideas does not effectively support the main point.	The sequence of ideas shows no clear pattern.
Use of Sources	Outside sources appropriately support development of the main idea, and the provenance of all source material is clearly indicated. Source material is effectively integrated into the writer's own sentences.	Source material appropriately supports the writer's claims or ideas. Source citations are generally correct. Source material is usually integrated into the writer's own sentences.	Source material frequently substitutes for the writer's own development of ideas; some source material is misrepresented; source citations include frequent or serious errors, or sources are acknowledged but not fully cited.	Source material is missing; source material is frequently misrepresented; paper consistently fails to acknowledge and cite sources; or source material is represented in a largely incoherent way.
Style	Sentences are clear, effective, and coherent; vocabulary is broad. Tone, word choice, and syntax are appropriate for the paper's audience and purpose.	Word choice, sentence structure, and tone are generally successful at communicating the writer's intentions and are appropriate for college-level writing.	The document is understandable but is frequently marred by confusing, ineffective, or inappropriate sentences; or word choice, sentence structure, or tone are inappropriate for college-level writing.	Noticeable portions of the document fail to convey their point due to dysfunctions at the sentence level.
Editing	The paper is nearly free of errors of spelling, grammar, punctuation, word choice, and formatting.	Errors of spelling, grammar, punctuation, word choice, and/or formatting may be present but are not intrusive.	Errors of spelling, grammar, punctuation, word choice, or formatting are frequent, noticeable, and/or intrusive.	The writing shows seriously deficient control of sentence mechanics, the conventions of written English, and/or formatting.



EXHIBIT 14.2**Generic Rubric for Summary Writing Using Holistic Method**

Explanation: A summary should be directed toward imagined readers who have not read the article being summarized. The purpose of the summary is to give these persons a clear overview of the article's main points. The criteria for a summary are (1) accuracy of content, (2) comprehensiveness and balance, and (3) clarity, readability, and grammatical correctness.

Rubric

- 6** A 6 summary meets all the criteria. The writer understands the article thoroughly. The main points in the article appear in the summary with all main points proportionately developed (that is, the writer does not spend excessive time on one main point while neglecting other main points). The summary should be as comprehensive as possible and should read smoothly, with appropriate transitions between ideas. Sentences should be clear, without vagueness or ambiguity and without grammatical or mechanical errors.
- 5** A 5 summary should still be very good, but it can be weaker than a 6 summary in one area. It may have excellent accuracy and balance but show occasional problems in sentence structure or correctness. Or it may be clearly written but be somewhat unbalanced or less comprehensive than a 6 summary or show a minor misunderstanding of the article.
- 4** A score of 4 means good but not excellent. Typically, a 4 summary will reveal a generally accurate reading of the article, but it will be noticeably weaker in the quality of writing. Or it may be well written but cover only part of the essay.
- 3** A 3 summary must have strength in at least one area of competence, and it should still be good enough to convince the grader that the writer has understood the article fairly well. However, a 3 summary typically is not written well enough to convey an understanding of the article to someone who has not already read it. Typically, the sentence structure of a 3 summary is not sophisticated enough to convey the sense of hierarchy and subordination found in the essay.
- 2** A 2 summary is weak in all areas of competence, either because it is so poorly written that the reader cannot understand the content or because the content is inaccurate or seriously disorganized. However, a 2 essay convinces the grader that the writer has read the essay and is struggling to understand it.
- 1** A 1 summary fails to meet any of the areas of competence.

that the student has been assigned to summarize. In contrast, Exhibits 14.3 and 14.4 are task-specific rubrics, 14.3 for the genre of the practical proposal and 14.4 for an assignment requiring use of graphics. Note how particular details of the genre or the assignment appear in the rubrics, such as "Description of the Proposed Solution" in Exhibit 14.3 or "Quality of the Interrelationship between Graphics and Words" in Exhibit 14.4. Neither of these rubrics could be applied universally to a different genre or assignment.

EXHIBIT 14.3

Task-Specific Rubric for a Genre: Practical Proposal

Letter of Transmittal and Document Design	10 9 8	7 6 5 4	3 2 1 0
<ul style="list-style-type: none"> Has an effective letter of transmittal (addressed to appropriate decision maker; serves as executive summary: briefly explains problem, describes proposed solution, and summarizes supporting reasons) Has professional appearance; good document design with clear headings and appropriately labeled diagrams (if needed); conveys strong ethos 	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
Presentation of the Problem	10 9 8	7 6 5 4	3 2 1 0
<ul style="list-style-type: none"> Clearly describes the problem without presupposing the solution Gives problem "presence" (chooses appropriate methods for motivating reader to care about problem) Adequately develops the problem (shows who is affected, what is at stake); anticipates objections of a skeptical reader who dismisses the problem 	Meets all criteria at high level; clear and developed	Meets some criteria; uneven; occasionally thin; some lapses in clarity	Meets few criteria; often unclear or undeveloped
Description of the Proposed Solution	10 9 8	7 6 5 4	3 2 1 0
<ul style="list-style-type: none"> Describes proposed solution clearly Explains costs; pays attention to practical details; convinces reader that writer has done his or her homework Solution is made to seem doable If writer proposes a planning committee to develop details of solution, writer clearly points out the details of a successful solution 	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped
Justification for Proposed Solution	10 9 8	7 6 5 4	3 2 1 0
<ul style="list-style-type: none"> Strongly motivates reader to act on the proposal; designs justification section by imagining chief reasons for audience resistance States clear, effective reasons in support of proposal Supports reasons with effective evidence Effectively ties into values and beliefs of audience 	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped

(Continued)

Overall Clarity of Writing	10 9 8	7 6 5 4	3 2 1 0
<ul style="list-style-type: none"> • Follows reader-expectation theory (forecasting, mapping; old/new contract; strong organization with topic sentences at head of paragraphs) • Is clear, concise, adequately developed, and graceful • Avoids errors in grammar, punctuation, usage, or spelling 	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
Overall Effectiveness of Document	10 9 8	7 6 5 4	3 2 1 0
<ul style="list-style-type: none"> • Effectively accomplishes writer's purpose of calling attention to a problem, proposing a solution, and giving strong reasons for acting on the proposal • Will make a persuasive first impression on intended audience if sent in present form • Shows strong ethos—gives decision maker a favorable impression of the writer's professional motives, and good will 	Ready to submit with only minor revisions/ edits	Good potential but some/ significant revision or editing still needed	Back to the drawing board

D

Table 3.1
Sample Rubric for an Inferential Statistics Problem in an
Introductory Statistics Course

Criterion	Not Met		Partially Met	Fully Met
	Level 1	Level 2	Level 3	Level 4
Demonstrated understanding of the mathematical process underlying inferential statistics	Not understood	Major errors	Minor errors (e.g., in notation or arithmetic)	Correctly completed
Clarity of articulation of the necessary criteria needed to apply inferential statistics	Not clear on the concept	Vaguely understands the criteria	Criteria stated but only in general terms	Criteria clearly stated in context of the problem
Interpretation of the results of the computation	Wrong conclusion reached	Wrong conclusion reached but understands context of problem	Correct conclusion reached but fails to contextualize conclusion	Correct conclusion and clear concluding statement, indicating knowledge of the problem's context

Source: Adapted from University of North Carolina Asheville Department of Mathematics Student Learning Outcomes assessment.

given number of points (as in Table 3.1), makes quantitative scoring very straightforward. Rubrics help you to assign scores more consistently from student to student as well.

Using a rubric does not abrogate the need for you to give students the valuable qualitative feedback on their writing that checkmarks and ratios cannot offer. You should supplement your scoring on the rubric itself with summary remarks much like those you would place at the end of a student's written work. However, this can be done particularly quickly if you keep your rubric online and type your

EXHIBIT 14.5**Analytic Rubric with Non-Grid Design: Argument Assignment**

1. Does the introduction effectively present the issue and the thesis, while evoking reader interest? (10 points)
2. Are the ideas sufficiently complex? Are there good reasons in support of the thesis? Is the argument logical? (30 points)
3. Are opposing or alternative views adequately and fairly summarized? Are the responses to the opposing views effective? (20 points)
4. Is there appropriate and sufficient evidence? Is the argument well-developed, with appropriate details? (20 points)
5. Is the essay well organized into a unified whole? Are there good transitions? Do paragraphs have topic sentences? (20 points)
6. Is language style effective? Is language well chosen for the intended audience? Is the tone appropriate? (10 points)
7. Are sentences well constructed? Is the paper carefully edited? (20 points)

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Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Second edition. San Francisco: Jossey-Bass, 2011.

EXHIBIT 14.8								
Elaborate Rubric for a Scientific Paper in Chemistry								
Introduction								
General background and theory								
8	7	6	5	4	3	2	1	0
Adequately sets the stage for the specific context and relevance of the experimental aim. Background information and theory are concise and correct.			Inadequately sets the stage for the specific context and relevance of the experimental aim. Background information and theory are somewhat broad, wordy, or partly incorrect.			Does not set the stage for the specific context and relevance of the experimental aim. Background information and theory are too broad or wordy and incorrect.		
Specific context and relevance								
8	7	6	5	4	3	2	1	0
Describes why the study is important in the context of the known literature. Naturally leads the reader to the scientific aim. Context is concise and correctly described.			Context is only partly described. Organization confuses link between context and scientific aim. Context is incorrectly described in some places or wordy.			Does not describe why the study is important in the context of the known literature. Does not lead the reader to the scientific aim. Context is incorrectly described and too wordy.		

Scientific aim		
4	3	2
Clear statement of the scientific aim. Reader is sure of the scientific questions being asked. Aim is understood correctly by the author.	Refers generally to scientific goals without focusing on specific scientific questions. Aim is only partly understood by the author.	Unclear, very general, vague. Includes educational objectives. Aim is misunderstood by the author.
Experimental Procedures		
Is the description complete and concise?		
10	8	6
Procedure contains enough information that it is reproducible (through the text or by appropriate referencing). Procedure conveys only necessary and relevant information.	Procedure is missing some critical information required for fully evaluating or reproducing the experiment. Procedure is wordy in some sections. Contains some unnecessary or irrelevant information.	Procedure is so vague that readers cannot begin to evaluate or reproduce the experiment. Procedure is verbose and contains large quantities of unnecessary or irrelevant information.
Data/Results		
Text		
10	8	6
Text is complete and concise. Data interpretation not included.	Text is wordy or incomplete in some sections.	Text is missing or contains large amounts of incorrect or irrelevant information.
Data choice, data processing, figures		
5	4	3
Contain all data that support or contradict the arguments made in the discussion. Contain no irrelevant or redundant data. Data are processed correctly.	Missing some critical data or contain irrelevant or redundant data. Data are processed incorrectly in some places.	Missing most critical data or contain large amount of irrelevant or redundant data. Data are processed incorrectly in most places.
Data/figures presented in a logical, organized, professionally formatted fashion		
5	4	3
Presentation choice (table, graph, or figure) enhances understanding. Appropriate legends and captions are included. Data format is correct.	Presentation confuses understanding of information. Legends and captions are unspecific or difficult to follow. Data format is mostly correct.	Presentation choice makes understanding the data impossible. Legends or captions are missing. Data are improperly formatted.
Discussion		
Is discussion persuasive?		
10	8	6
Effectively uses data to address scientific aim. Key data are interpreted correctly. Deeply thought-out argument that logically leads to conclusions.	Relationship between data and scientific aim sometimes muddled. Key data are not always interpreted correctly. Uses some important data. Argument is sometimes weak.	Does not effectively use data to address scientific aim. Key data are interpreted incorrectly. Fails to use the key data. Argument is weak or nonexistent.

(Continued)

Is discussion complete?		
10	8	6 4 2 0
All data and error that support or contradict the conclusions are discussed.	All data and error that support or contradict the conclusions are partially discussed.	All data and error that support or contradict the conclusions are poorly discussed.
Restatement of aim		
2	1	0
Scientific aim is restated clearly without using the same language found in the introduction.	Scientific aim is restated clearly by copy/paste from the introduction.	Scientific aim is not restated clearly.
Summary of key experimental findings		
8 7 6	5 4 3	2 1 0
Summary is clear, concise, complete, and correct.	Summary is unclear, verbose, incomplete, and/or incorrect in a few places.	Summary is unclear, verbose, incomplete, and incorrect in most places.
References		
Are references appropriate?		
5 4	3 2	1 0
Reference sources are appropriate for a scientific paper. Number and variety of references indicate that the author has a high level of understanding of the subject.	Some reference sources are not appropriate for a scientific paper. Number and variety of references indicate that the author has a moderate understanding of the subject.	Reference sources are inappropriate for a scientific paper. Small number of references indicate that the author has little understanding of the subject.
Are references formatted properly?		
5 4	3 2	1 0
References properly cited in text and formatted correctly.	References not properly cited in the text but formatted correctly.	References are improperly cited in the text and formatted incorrectly.
Overall Writing Style		
Is the writing style appropriate for the audience?		
5 4	3 2	1 0
Sounds like a professional chemist—clear, concise, persuasive.	Sounds like a good chemistry student—somewhat clear, concise, persuasive.	Sounds like a chemistry student new to scientific writing—unclear, verbose, unpersuasive
Writing mechanics		
5 4	3 2	1 0
Grammar, punctuation, usage, and spelling enhance paper quality.	A few mechanical errors, but does not distract reader too greatly.	Many mechanical errors severely distract from meaning of paper.

Source: Alaimo, Bean, Langenhan, and Nichols. Originally published in WAC Journal 20 (November) 2009 and used courtesy of WAC Journal.