

Writing Assessment Rubric for EN 102
(Adapted from WC 201 Rubric)

GRADE	FOCUS AND THESIS (Introduction)	RHETORICAL KNOWLEDGE (Organization)	CRITICAL RESPONSE (Development with Logic and Evidence)	KNOWLEDGE OF CONVENTIONS (Style and Documentation)	Writing as a Process (Peer Reviews, Revisions, and Research)
A (18-20)	<ul style="list-style-type: none"> Presents strong focus on <i>purpose</i> Creates clear/complete thesis 	<ul style="list-style-type: none"> Responds appropriately using various rhetorical patterns: comparison/contrast, classification analysis, causal analysis, or argument/research 	<ul style="list-style-type: none"> Strongly supports thesis with logic and evidence Strongly integrates writer's ideas with appropriate <i>primary</i> and <i>secondary</i> sources 	<ul style="list-style-type: none"> Minor errors in standard <i>grammar</i>, <i>punctuation</i>, <i>capitalization</i>, and <i>spelling</i> may be present. Clear focus on <i>diction</i> and <i>syntax</i> Documented appropriately 	<ul style="list-style-type: none"> Sources strongly reflect <i>location</i>, <i>evaluation</i>, <i>organization</i>, and <i>use</i> of a variety of scholarly and informal electronic and Internet sources when appropriate. Drafts show clear evidence of <i>revision</i>, <i>editing</i>, and <i>proofreading</i> with respect to <i>content</i>, <i>development</i>, <i>organization</i>, <i>voice</i>, and <i>mechanics</i>. Accompanied by one or more rough <i>drafts peer reviewed</i>
B (16 - 17.9)	<ul style="list-style-type: none"> Focus may shift somewhat Creates somewhat clear/complete thesis 	<ul style="list-style-type: none"> Responds using various rhetorical patterns: comparison/contrast, classification analysis, causal analysis, or argument/research 	<ul style="list-style-type: none"> While essay supports <i>thesis</i> with logic and evidence, some inconsistencies may occur. While writer does integrate ideas with appropriate <i>primary</i> and <i>secondary</i> sources, some inconsistencies may occur. 	<ul style="list-style-type: none"> More errors in standard <i>grammar</i>, <i>punctuation</i>, <i>capitalization</i>, and <i>spelling</i> may be present; however, errors do not interfere with writer's meaning. Somewhat clear focus on <i>diction</i> and <i>syntax</i> Minor documentation errors 	<ul style="list-style-type: none"> Sources reflect <i>location</i>, <i>evaluation</i>, <i>organization</i>, and <i>use</i> of a variety of scholarly and informal electronic and Internet sources when appropriate. Drafts show some evidence of <i>revision</i>, <i>editing</i>, and <i>proofreading</i> with respect to <i>content</i>, <i>development</i>, <i>organization</i>, <i>voice</i>, and <i>mechanics</i>. Accompanied by one or more rough <i>drafts peer reviewed</i>
C (14-15.9)	<ul style="list-style-type: none"> Vague focus on <i>purpose</i> Creates vague thesis 	<ul style="list-style-type: none"> Responds somewhat using various rhetorical patterns: comparison/contrast, classification analysis, causal analysis, or argument/research 	<ul style="list-style-type: none"> While essay supports <i>thesis</i> with logic and evidence, a pattern of inconsistencies may occur. While writer does integrate ideas with appropriate <i>primary</i> and <i>secondary</i> sources, a pattern of inconsistencies may occur. 	<ul style="list-style-type: none"> A pattern of errors in standard <i>grammar</i>, <i>punctuation</i>, <i>capitalization</i>, and <i>spelling</i> may be present; errors interfere somewhat with writer's meaning. Vague focus on <i>diction</i> and <i>syntax</i> Pattern of documentation errors 	<ul style="list-style-type: none"> Sources marginally reflect <i>location</i>, <i>evaluation</i>, <i>organization</i>, and <i>use</i> of a variety of scholarly and informal electronic and Internet sources when appropriate. Drafts show marginal evidence of <i>revision</i>, <i>editing</i>, and <i>proofreading</i>. Accompanied by one or more rough <i>drafts peer reviewed</i>
D (12-13.9)	<ul style="list-style-type: none"> Unclear focus on <i>purpose</i> Creates unclear thesis 	<ul style="list-style-type: none"> Unclear response using various rhetorical patterns: comparison/contrast, classification analysis, causal analysis, or argument/research 	<ul style="list-style-type: none"> While there is an attempt to support <i>thesis</i> with logic and evidence, frequent and disruptive inconsistencies that weaken argument occur. While writer does attempt to integrate ideas with appropriate <i>primary</i> and <i>secondary</i> sources, frequent and disruptive inconsistencies may occur. 	<ul style="list-style-type: none"> Frequent errors in standard <i>grammar</i>, <i>punctuation</i>, <i>capitalization</i>, and <i>spelling</i> may be present; these errors interfere with writer's meaning. Unclear focus on <i>diction</i> and <i>syntax</i> Frequent documentation errors 	<ul style="list-style-type: none"> Little evidence that sources reflect <i>location</i>, <i>evaluation</i>, <i>organization</i>, and <i>use</i> of a variety of scholarly and informal electronic and Internet sources when appropriate Drafts show little evidence of <i>revision</i>, <i>editing</i>, and <i>proofreading</i>. Accompanied by one or more rough <i>drafts peer reviewed</i>
F (0-11.9)	<ul style="list-style-type: none"> No focus on <i>purpose</i> No thesis 	<ul style="list-style-type: none"> No response using various rhetorical patterns: comparison/contrast, classification analysis, causal analysis, or argument/research 	<ul style="list-style-type: none"> No support of thesis with logic and evidence No integration of ideas with appropriate <i>primary</i> and <i>secondary</i> sources No critical analysis beyond mere opinion 	<ul style="list-style-type: none"> Frequent and serious errors in standard <i>grammar</i>, <i>punctuation</i>, <i>capitalization</i>, and <i>spelling</i> may be present; these errors severely inhibit writer's meaning. No focus on <i>diction</i> and <i>syntax</i> Serious documentation errors 	<ul style="list-style-type: none"> No evidence of attention to source collection No evidence of <i>revision</i>, <i>editing</i>, or <i>proofreading</i> Accompanied by no rough <i>draft(s) peer reviewed</i>

A = 93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82 C+ = 77-79 C = 73-76 C- = 70-72 D+ = 67-69 D = 60-66 F = 0-59

- Bolded terminology** represents assessment; *italicized terms* represent a) familiar terms students should know from high school and b) terms common to all sections of The Write Course (WC 201).