

QEP Common Writing Assessment Rubric – The Write Course (WC 201)

GRADE	RHETORICAL KNOWLEDGE	CRITICAL RESPONSE	WRITING AS A PROCESS	KNOWLEDGE OF CONVENTIONS	COMPOSING IN ELECTRONIC ENVIRONMENTS
A (18-20)	<ul style="list-style-type: none"> • Presents strong focus on <i>purpose</i> • Creates clear/complete thesis • Responds appropriately using various rhetorical patterns: illustration/description, process analysis, extended definition, and 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 sources</i> 	<ul style="list-style-type: none"> • Drafts shows clear evidence of <i>revision, editing, and proofreading</i> with respect to <i>content, development, organization, voice, and mechanics</i> • Accompanied by two or more <i>drafts</i> 	<ul style="list-style-type: none"> • Minor errors in standard <i>grammar, punctuation, capitalization, and spelling</i> may be present. • Uses appropriate diction and <i>syntax</i>. • Documented appropriately 	<ul style="list-style-type: none"> • <i>Final copy</i> and all drafts are typed. • Sources strongly reflect <i>location, evaluation, organization, and use</i> of a variety of scholarly and informal electronic and Internet sources.
B (16-17.9)	<ul style="list-style-type: none"> • Focus may shift somewhat • Creates somewhat clear/complete thesis • Responds using various rhetorical patterns: illustration/description, process analysis, extended definition, and 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 sources</i>, some inconsistencies may occur. 	<ul style="list-style-type: none"> • Drafts show some evidence of <i>revision, editing, and proofreading</i> with respect to <i>content, development, organization, voice, and mechanics</i> • Accompanied by two or more <i>drafts</i> 	<ul style="list-style-type: none"> • More errors in standard <i>grammar, punctuation, capitalization, and spelling</i> may be present; however, errors do not interfere with writer's meaning. • Uses somewhat appropriate diction and <i>syntax</i>. • Minor documentation errors 	<ul style="list-style-type: none"> • <i>Final copy</i> and all/most drafts are typed. • Sources reflect <i>location, evaluation, organization, and use</i> of a variety of scholarly and informal electronic and Internet sources.
C (14-15.9)	<ul style="list-style-type: none"> • Vague focus on <i>purpose</i> • Creates vague thesis • Responds somewhat using various rhetorical patterns: illustration/description, process analysis, extended definition, and 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 sources</i>, a pattern of inconsistencies may occur. 	<ul style="list-style-type: none"> • Draft shows marginal evidence of <i>revision, editing, and proofreading</i> • Accompanied by one or more <i>drafts</i> 	<ul style="list-style-type: none"> • A pattern of errors in standard <i>grammar, punctuation, capitalization, and spelling</i> may be present; errors interfere somewhat with writer's meaning. • Uses vague diction and <i>syntax</i>. • Pattern of documentation errors 	<ul style="list-style-type: none"> • <i>Final copy</i> is typed. • Draft(s) is/are not typed. • Sources marginally reflect <i>location, evaluation, organization, and use</i> of a variety of scholarly and informal electronic and Internet sources.
D (12-13.9)	<ul style="list-style-type: none"> • Unclear focus on <i>purpose</i> • Creates unclear thesis • Unclear response using various rhetorical patterns: illustration/description, process analysis, extended definition, and 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 sources</i>, frequent and disruptive inconsistencies may occur. 	<ul style="list-style-type: none"> • Draft shows little evidence of <i>revision, editing, and proofreading</i> • Accompanied by one or more <i>drafts</i> 	<ul style="list-style-type: none"> • Frequent errors in standard <i>grammar, punctuation, capitalization, and spelling</i> may be present; these errors interfere with writer's meaning. • Uses unclear diction and <i>syntax</i>. • Frequent documentation errors 	<ul style="list-style-type: none"> • <i>Final copy</i> is not typed. • Draft(s) (if provided) is/are not typed. • Little evidence that sources reflect <i>location, evaluation, organization, and use</i> of a variety of scholarly and informal electronic and Internet sources.
F (0-11.9)	<ul style="list-style-type: none"> • No focus on <i>purpose</i> • No thesis • No response using various rhetorical patterns: illustration/description, process analysis, extended definition, and 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 sources</i> • No critical analysis beyond mere opinion 	<ul style="list-style-type: none"> • No evidence of <i>revision, editing, or proofreading</i> • Accompanied by no <i>draft(s)</i> 	<ul style="list-style-type: none"> • Frequent and serious errors in standard <i>grammar, punctuation, capitalization, and spelling</i> may be present; these errors severely inhibit writer's meaning. • No evidence of focus on <i>diction</i> and <i>syntax</i>. • Serious documentation errors 	<ul style="list-style-type: none"> • <i>Final copy</i> is not typed. • No draft(s) provided • No evidence of attention to source collection

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). 11/13