

Writing Rubric for Core Goal 1

	Level 1 Does Not Meet Expectations	Level 2 Meets Expectations	Level 3 Exceeds Expectations
<ul style="list-style-type: none"> Students will demonstrate competence in Standard American English. 	<ul style="list-style-type: none"> Text is not centered on any particular identifiable idea, has no recognizable purpose, and makes no particular point. Text is ambiguous; text is internally inconsistent/confusing. Text does not respond to the assignment or answer the question at hand. 	<ul style="list-style-type: none"> Though the text may raise a number of ideas, it settles in the end on a single idea. Purpose of text is clear. Points of ambiguity are eventually resolved. Text responds to assignment or answers the question at hand. 	<ul style="list-style-type: none"> Text serves to explain a single identifiable idea, fulfilling an identifiable purpose and making a recognizable point. Text is unambiguous throughout. Text responds to the assignment in full detail. Text is readable independent of the assignment.
<ul style="list-style-type: none"> Students will demonstrate the ability to read accurately and critically. 	<ul style="list-style-type: none"> Ideas are not explained. Text does not offer examples or definitions. Text does not show that the writer has understood the course material. 	<ul style="list-style-type: none"> Ideas are explained and/or defined adequately (so the reader can follow the text). Examples are relevant to the main idea. Text shows that the writer has understood the course material. 	<ul style="list-style-type: none"> Ideas are thoroughly explained and defined. Examples are apt, original and well-integrated. Text shows that the writer has understood course material and thought beyond it.

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<ul style="list-style-type: none"> • <i>Students will demonstrate the ability to write logically, clearly, precisely, and persuasively.</i> 	<ul style="list-style-type: none"> • Beginning, middle or end is missing/obscure. • Order of ideas interrupts the flow of thought, distracts from content. • Divisions within text are inadequate (too many or too few divisions) and /or distracting. 	<ul style="list-style-type: none"> • Text has clear beginning, middle and end. • Ideas occur in an order that makes sense for the task. • Parts of text hold together. 	<ul style="list-style-type: none"> • Text has a clear beginning, middle and end; parts are well- integrated. • Parts of text are presented in a discernible order that serves a clear purpose. • Text divisions are clear and aid in understanding.
<ul style="list-style-type: none"> • <i>(ENG 102 Only) Students will acquire, organize, present, and document information and ideas.</i> 	<ul style="list-style-type: none"> • Diction or vocabulary inappropriate to academic discourse • Words are misused/misdefined. • Appropriate vocabulary missing. • Language does not reflect an understanding of course material. 	<ul style="list-style-type: none"> • Diction and vocabulary appropriate to academic discourse. • Text mirrors language used in textbook and other course materials. • Use of vocabulary reflects understanding of course material. 	<ul style="list-style-type: none"> • Diction and vocabulary demonstrate that the writer takes a serious, thoughtful attitude toward the subject and wants the reader to do the same. • Vocabulary indicates thorough understanding of course material. • Novel or original use of vocabulary is pertinent to the subject matter.

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	<ul style="list-style-type: none">• Errors in punctuation, spelling, syntax are numerous and varied.• Errors interfere with reading.• Text is formatted inconsistently and does not conform to any style guide or manual.	<ul style="list-style-type: none">• Errors are present but do not interfere with reading.• Errors show a pattern.• Format and style are consistent throughout text.	<ul style="list-style-type: none">• Text is free of syntactic, punctuation, spelling and other mechanical errors.• Text is prepared in accordance with a style guide/manual.
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Key Terms: “Text” – Any kind of writing that might be evaluated.
both in the structure of ideas and in the way the language reads.

“Well integrated” – the part fits in place in the whole,

“Text divisions” – in a conventional essay, would refer to paragraphs; in a lab report or a business memo, “text divisions” could refer to labeled subsections; in other kinds of texts, “text divisions” might refer to sentences, phrases, items in a list, etc.