FIRST-YEAR WRITING RUBRIC	**DOES NOT MEET EXPECTATIONS**	**APPROACHES BASELINE EXPECTATIONS**	**MEETS BASELINE EXPECTATIONS**	**EXCEEDS BASELINE EXPECTATIONS**
ANALYTICAL INSIGHT / DEPTH	- demonstrates little to no understanding and control of key concepts and terms - may provide some relevant description or summary but draws no independent conclusions or connections - does not address the substance of the issue	- demonstrates inconsistent understanding and control of key concepts and terms - may provide effective description and summary but draw few independent conclusions and connections - addresses the substance of the issue but does not engage its complexities	- demonstrates adequate understanding and control of key concepts and terms - goes beyond description and summary to provide some analysis and interpretation - engages some of the complexities of the issue, though these may be suggested rather than fully treated	- demonstrates strong understanding and control of key concepts and terms - provides analysis and interpretation - anticipates and addresses other positions or interpretations - engages the complexities of the issue
CENTRAL IDEA / PURPOSE	- does not have a clear central idea or thesis - does not have an identifiable purpose for the writer or reader	- has a central idea or thesis, though it may be undermined by some elements of the paper - has a confusing purpose or competing purposes	- articulates a central idea or thesis - establishes a clear purpose that matches the demands of the assigned writing task	- articulates a compelling central idea or thesis - establishes a focused purpose that matches the demands of the assigned writing task
ORGANIZATION / STRUCTURE	- does not have a clear organizational structure - may lack an appropriate introduction or conclusion - may lack paragraphing or have paragraphs that are generally unfocused and disorganized, with connections missing between sentences and paragraphs	- has a loose organizational structure, though it may be inconsistently followed - has introductory and conclusive paragraphs or statements that indicate a beginning and ending but do not contribute to purpose or structure - has paragraphs, though some may lack focus, development, or transitions	- has an organizational structure, though paragraphing and sequence may be determined more by topic or theme than by logic or rhetorical strategy - makes appropriate moves in the introduction and conclusion - develops paragraphs that are generally focused, orderly, and connected by transitions	- establishes a clear and logical organizational structure determined by the writer's purpose and intended audience - makes effective and engaging moves in the introduction and conclusion - develops paragraphs that are consistently focused, orderly, and connected by substantive transitions
EVIDENCE / SUPPORT	- does not provide appropriate evidence or support - demonstrates little to no understanding of source materials or provides no engagement in ideas they offer - does not attribute sources	- provides some appropriate evidence, but without control over implications for the writer's purpose - may tend to "drop in" rather than integrate evidence - demonstrates some understanding of source materials - usually attributes sources	- provides appropriate evidence for ideas and purpose - shows some control of evidence, usually integrating material to support claims and argument - engages the substance of source materials - always attributes sources	- supports ideas and purpose with compelling evidence that is fluently integrated - engages the complexities of source materials - always attributes sources with effectively incorporated, varied signals

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STYLE	- uses tone, voice, or diction that is inappropriate to the purpose and audience - has sentence structure and style that frequently distract from or impair the reader's comprehension	- generally uses tone, voice, and diction that is reasonable but not consistent with the purpose and audience - may have some stylistic or word choices that distract from or impair the reader's comprehension	- generally uses voice, tone, and diction appropriate to the purpose and audience - consists of generally clear sentences, though sentence structure or length may be fairly uniform	- consistently uses voice, tone, and diction that enhance the writer's purpose and appeal to the audience - consists of clear, concise sentences of varied structure and length
MECHANICS	- has frequent errors of grammar, syntax, punctuation, and spelling that impair the reader's comprehension - fails to cite sources with a consistent or appropriate citation style - uses inappropriate formatting	- generally uses correct grammar, syntax, punctuation, and spelling; occasional errors somewhat impair the reader's comprehension - cites sources, but uses an inconsistent or inappropriate citation style - uses consistent formatting that is not fully in line with standards appropriate to the assigned writing task, genre, and discipline	- generally uses correct grammar, syntax, punctuation, and spelling; occasional errors do not significantly impair the reader's comprehension - cites sources using the appropriate citation style - uses formatting appropriate to the assigned writing task, genre, and discipline	- uses correct grammar, syntax, punctuation, and spelling; rare errors do not impair the reader's comprehension - cites sources using the appropriate citation style - uses formatting appropriate to the assigned writing task, genre, and discipline
HOLISTIC ASSESSMENT				