

<i>FIRST-YEAR WRITING RUBRIC</i>	<b>DOES NOT MEET EXPECTATIONS</b>	<b>APPROACHES BASELINE EXPECTATIONS</b>	<b>MEETS BASELINE EXPECTATIONS</b>	<b>EXCEEDS BASELINE EXPECTATIONS</b>
<b>ANALYTICAL INSIGHT / DEPTH</b>	<ul style="list-style-type: none"> <li>- demonstrates little to no understanding and control of key concepts and terms</li> <li>- may provide some relevant description or summary but draws no independent conclusions or connections</li> <li>- does not address the substance of the issue</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates inconsistent understanding and control of key concepts and terms</li> <li>- may provide effective description and summary but draw few independent conclusions and connections</li> <li>- addresses the substance of the issue but does not engage its complexities</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates adequate understanding and control of key concepts and terms</li> <li>- goes beyond description and summary to provide some analysis and interpretation</li> <li>- engages some of the complexities of the issue, though these may be suggested rather than fully treated</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates strong understanding and control of key concepts and terms</li> <li>- provides analysis and interpretation</li> <li>- anticipates and addresses other positions or interpretations</li> <li>- engages the complexities of the issue</li> </ul>
<b>CENTRAL IDEA / PURPOSE</b>	<ul style="list-style-type: none"> <li>- does not have a clear central idea or thesis</li> <li>- does not have an identifiable purpose for the writer or reader</li> </ul>	<ul style="list-style-type: none"> <li>- has a central idea or thesis, though it may be undermined by some elements of the paper</li> <li>- has a confusing purpose or competing purposes</li> </ul>	<ul style="list-style-type: none"> <li>- articulates a central idea or thesis</li> <li>- establishes a clear purpose that matches the demands of the assigned writing task</li> </ul>	<ul style="list-style-type: none"> <li>- articulates a compelling central idea or thesis</li> <li>- establishes a focused purpose that matches the demands of the assigned writing task</li> </ul>
<b>ORGANIZATION / STRUCTURE</b>	<ul style="list-style-type: none"> <li>- does not have a clear organizational structure</li> <li>- may lack an appropriate introduction or conclusion</li> <li>- may lack paragraphing or have paragraphs that are generally unfocused and disorganized, with connections missing between sentences and paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- has a loose organizational structure, though it may be inconsistently followed</li> <li>- has introductory and conclusive paragraphs or statements that indicate a beginning and ending but do not contribute to purpose or structure</li> <li>- has paragraphs, though some may lack focus, development, or transitions</li> </ul>	<ul style="list-style-type: none"> <li>- has an organizational structure, though paragraphing and sequence may be determined more by topic or theme than by logic or rhetorical strategy</li> <li>- makes appropriate moves in the introduction and conclusion</li> <li>- develops paragraphs that are generally focused, orderly, and connected by transitions</li> </ul>	<ul style="list-style-type: none"> <li>- establishes a clear and logical organizational structure determined by the writer's purpose and intended audience</li> <li>- makes effective and engaging moves in the introduction and conclusion</li> <li>- develops paragraphs that are consistently focused, orderly, and connected by substantive transitions</li> </ul>
<b>EVIDENCE / SUPPORT</b>	<ul style="list-style-type: none"> <li>- does not provide appropriate evidence or support</li> <li>- demonstrates little to no understanding of source materials or provides no engagement in ideas they offer</li> <li>- does not attribute sources</li> </ul>	<ul style="list-style-type: none"> <li>- provides some appropriate evidence, but without control over implications for the writer's purpose</li> <li>- may tend to "drop in" rather than integrate evidence</li> <li>- demonstrates some understanding of source materials</li> <li>- usually attributes sources</li> </ul>	<ul style="list-style-type: none"> <li>- provides appropriate evidence for ideas and purpose</li> <li>- shows some control of evidence, usually integrating material to support claims and argument</li> <li>- engages the substance of source materials</li> <li>- always attributes sources</li> </ul>	<ul style="list-style-type: none"> <li>- supports ideas and purpose with compelling evidence that is fluently integrated</li> <li>- engages the complexities of source materials</li> <li>- always attributes sources with effectively incorporated, varied signals</li> </ul>

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<b>STYLE</b>	<ul style="list-style-type: none"> <li>- uses tone, voice, or diction that is inappropriate to the purpose and audience</li> <li>- has sentence structure and style that frequently distract from or impair the reader's comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- generally uses tone, voice, and diction that is reasonable but not consistent with the purpose and audience</li> <li>- may have some stylistic or word choices that distract from or impair the reader's comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- generally uses voice, tone, and diction appropriate to the purpose and audience</li> <li>- consists of generally clear sentences, though sentence structure or length may be fairly uniform</li> </ul>	<ul style="list-style-type: none"> <li>- consistently uses voice, tone, and diction that enhance the writer's purpose and appeal to the audience</li> <li>- consists of clear, concise sentences of varied structure and length</li> </ul>
<b>MECHANICS</b>	<ul style="list-style-type: none"> <li>- has frequent errors of grammar, syntax, punctuation, and spelling that impair the reader's comprehension</li> <li>- fails to cite sources with a consistent or appropriate citation style</li> <li>- uses inappropriate formatting</li> </ul>	<ul style="list-style-type: none"> <li>- generally uses correct grammar, syntax, punctuation, and spelling; occasional errors somewhat impair the reader's comprehension</li> <li>- cites sources, but uses an inconsistent or inappropriate citation style</li> <li>- uses consistent formatting that is not fully in line with standards appropriate to the assigned writing task, genre, and discipline</li> </ul>	<ul style="list-style-type: none"> <li>- generally uses correct grammar, syntax, punctuation, and spelling; occasional errors do not significantly impair the reader's comprehension</li> <li>- cites sources using the appropriate citation style</li> <li>- uses formatting appropriate to the assigned writing task, genre, and discipline</li> </ul>	<ul style="list-style-type: none"> <li>- uses correct grammar, syntax, punctuation, and spelling; rare errors do not impair the reader's comprehension</li> <li>- cites sources using the appropriate citation style</li> <li>- uses formatting appropriate to the assigned writing task, genre, and discipline</li> </ul>
<b>HOLISTIC ASSESSMENT</b>				