

## QEP Writing Rubric Samples

# QEP UNIVERSITY-WIDE WRITING RUBRIC<sup>1</sup>

QEP Institutional Student Learning Outcome: Students will produce competent college-level writing that demonstrates an awareness of purpose and audience, understanding of content, the ability to select appropriate support for idea development, and exhibits proper style or disciplinary conventions, in a variety of academic contexts.

**AREA: ENGLISH**

Outcome Component	Excellent (3)	Satisfactory (2)	Unsatisfactory (1)
<b>Awareness of purpose and audience</b>	<p>Student may demonstrate:</p> <ul style="list-style-type: none"> <li>perceptive awareness of purpose and audience;</li> <li>clarity of focus;</li> <li>strong ability to create appropriate tone;</li> <li>thorough responsiveness to the assigned task(s).</li> </ul>	<p>Student may demonstrate:</p> <ul style="list-style-type: none"> <li>acceptable awareness of purpose and audience;</li> <li>fairly clear focus;</li> <li>indication of understanding of appropriate tone;</li> <li>adequate responsiveness to the assigned task(s).</li> </ul>	<p>Student may demonstrate:</p> <ul style="list-style-type: none"> <li>lack of awareness of purpose and audience;</li> <li>unclear focus;</li> <li>inappropriate tone;</li> <li>inadequate responsiveness to the assigned task(s).</li> </ul>
<b>Understanding of content</b>	<p>Student may provide:</p> <ul style="list-style-type: none"> <li>extensive explanation and illustration of key concepts in the discipline or readings;</li> <li>sophisticated ability to analyze and weigh differing facts and ideas;</li> <li>clearly displayed synthesis of material from primary and/or secondary sources.</li> </ul>	<p>Student may provide:</p> <ul style="list-style-type: none"> <li>some explanation and illustration of key concepts in the discipline or readings;</li> <li>some analysis and weighing of differing facts and ideas;</li> <li>some synthesis of material from primary and/or secondary sources.</li> </ul>	<p>Student may provide:</p> <ul style="list-style-type: none"> <li>little or no explanation and illustration of key concepts in the discipline or readings;</li> <li>lacking attempt to analyze and weigh differing facts and ideas;</li> <li>incomplete or non-existent synthesis of material from primary and/or secondary sources.</li> </ul>
<b>Selection of appropriate support</b>	<p>Student may make:</p> <ul style="list-style-type: none"> <li>skillful use of high quality, credible, and relevant sources and/or</li> <li>insightful use of fitting evidence or examples to support and develop ideas.</li> </ul>	<p>Student may make:</p> <ul style="list-style-type: none"> <li>consistent use of credible and relevant sources and/or</li> <li>some use of fitting evidence or examples to support and develop ideas.</li> </ul>	<p>Student may make:</p> <ul style="list-style-type: none"> <li>inappropriate or non-existent use of sources and/or</li> <li>inappropriate or non-existent use of evidence or examples to support and develop ideas.</li> </ul>
<b>Exhibition of proper style/disciplinary conventions</b>	<p>Student accurately and effectively follows disciplinary conventions and/or assignment instructions with regard to organization, presentation, document format, and MLA citation practices.</p>	<p>Student generally follows disciplinary conventions and/or assignment instructions with regard to organization, presentation, document format, and MLA citation practices.</p>	<p>Student is unacceptably inattentive to disciplinary conventions and/or assignment instructions with regard to organization, presentation, document format, and MLA citation practices.</p>
<b>Writing mechanics and usage</b>	<ul style="list-style-type: none"> <li>Writing reflects grammatically correct sentences that don't contain comma splices, run-ons, fragments, etc. The sentences display control and skillful variation.</li> <li>Writing is absent of usage errors and maintains accurate spelling.</li> <li>Language skillfully communicates meaning to readers with clarity and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Writing reflects some grammatically incorrect sentences that may contain comma splices, run-ons, and/or fragments, etc. However, most sentences are properly constructed.</li> <li>Writing may show minor usage errors or slight misspelling.</li> <li>Language is straightforward and generally conveys meaning to readers.</li> </ul>	<ul style="list-style-type: none"> <li>Writing reflects many patterns of errors in grammar, and frequently includes comma splices, run-ons, and/or fragments, etc. The sentences are elementary, confusing, or poorly constructed.</li> <li>Writing shows patterns of usage errors and contains numerous misspellings.</li> <li>Language impedes meaning to readers due to errors.</li> </ul>
<b>Overall Rating of Writing Skill</b>			

<sup>1</sup> Adapted from the Association of American College and Universities' (AACU) "Written Communication VALUE Rubric," and the "Writing Assessment Rubric" at Auburn University at Montgomery.

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**AREA: HUMANITIES**

Outcome Component	Excellent	Satisfactory	Unsatisfactory
<b>Awareness of purpose and audience</b>	<p>Student may demonstrate:</p> <ul style="list-style-type: none"> <li>perceptive awareness of purpose and audience;</li> <li>clarity of focus;</li> <li>strong ability to create appropriate tone;</li> <li>thorough responsiveness to the assigned task(s).</li> </ul>	<p>Student may demonstrate:</p> <ul style="list-style-type: none"> <li>acceptable awareness of purpose and audience;</li> <li>fairly clear focus;</li> <li>indication of understanding of appropriate tone;</li> <li>adequate responsiveness to the assigned task(s).</li> </ul>	<p>Student may demonstrate:</p> <ul style="list-style-type: none"> <li>lack of awareness of purpose and audience;</li> <li>unclear focus;</li> <li>inappropriate tone;</li> <li>inadequate responsiveness to the assigned task(s).</li> </ul>
<b>Understanding of content</b>	<p>Student may provide:</p> <ul style="list-style-type: none"> <li>extensive explanation and illustration of key concepts in the discipline;</li> <li>sophisticated ability to analyze and weigh differing facts and ideas;</li> <li>clearly displayed synthesis of material.</li> </ul>	<p>Student may provide:</p> <ul style="list-style-type: none"> <li>some explanation and illustration of key concepts in the discipline;</li> <li>presence of analysis and weighing differing facts and ideas;</li> <li>some synthesis of material.</li> </ul>	<p>Student may provide:</p> <ul style="list-style-type: none"> <li>little or no explanation and illustration of key concepts in the discipline;</li> <li>lacking attempt to analyze and weigh differing facts and ideas;</li> <li>incomplete or non-existent synthesis of material.</li> </ul>
<b>Selection of appropriate support</b>	<p>Student may make:</p> <ul style="list-style-type: none"> <li>skillful use of high quality, credible, and relevant sources and/or</li> <li>insightful use of fitting evidence or examples to support and develop ideas.</li> </ul>	<p>Student may make:</p> <ul style="list-style-type: none"> <li>consistent use of high quality, credible, and relevant sources and/or</li> <li>some use of fitting evidence or examples to support and develop ideas.</li> </ul>	<p>Student may make:</p> <ul style="list-style-type: none"> <li>inappropriate or non-existent use of high quality, credible, and relevant sources and/or</li> <li>inappropriate or non-existent use of fitting evidence or examples to support and develop ideas.</li> </ul>
<b>Exhibition of proper style/disciplinary conventions</b>	<p>Student accurately and effectively follows disciplinary conventions and/or assignment instructions with regard to organization, presentation, document format, and MLA citation practices.</p>	<p>Student generally follows disciplinary conventions and/or assignment instructions with regard to organization, presentation, document format, and MLA citation practices.</p>	<p>Student is unacceptably inattentive to disciplinary conventions and/or assignment instructions with regard to organization, presentation, document format, and MLA citation practices.</p>
<b>Writing mechanics and usage</b>	<ul style="list-style-type: none"> <li>Writing reflects grammatically correct sentences that don't contain comma splices, run-ons, fragments, etc.</li> <li>Writing is absent of usage errors and maintains accurate spelling.</li> <li>Language skillfully communicates meaning to readers with clarity and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Writing reflects some grammatically incorrect sentences that may contain comma splices, run-ons, fragments, etc.</li> <li>Writing may show minor usage errors or slight misspelling.</li> <li>Language is straightforward and generally conveys meaning to readers.</li> </ul>	<ul style="list-style-type: none"> <li>Writing reflects many patterns of errors in grammar, and frequently includes comma splices, run-ons, and/or fragments, etc.</li> <li>Writing shows patterns of usage errors and contains numerous misspellings.</li> <li>Language impedes meaning to readers due to errors.</li> </ul>
<b>Overall Rating of Writing Skill</b>	Excellent	Satisfactory	Unsatisfactory

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# QEP UNIVERSITY-WIDE WRITING RUBRIC<sup>1</sup>

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**AREA: PSPA**

Outcome Component	Excellent (3)	Satisfactory (2)	Unsatisfactory (1)
<b>Awareness of purpose and audience</b>	<p>Student may demonstrate:</p> <ul style="list-style-type: none"> <li>perceptive awareness of purpose and audience;</li> <li>clarity of focus, reflected in a coherent and developed thesis;</li> <li>strong ability to create appropriate tone;</li> <li>thorough responsiveness to the assigned task(s).</li> </ul>	<p>Student may demonstrate:</p> <ul style="list-style-type: none"> <li>acceptable awareness of purpose and audience;</li> <li>fairly clear focus, reflected in a thesis that is somewhat developed;</li> <li>indication of understanding of appropriate tone;</li> <li>adequate responsiveness to the assigned task(s).</li> </ul>	<p>Student may demonstrate:</p> <ul style="list-style-type: none"> <li>lack of awareness of purpose and audience;</li> <li>unclear focus; missing a thesis</li> <li>inappropriate tone;</li> <li>inadequate responsiveness to the assigned task(s).</li> </ul>
<b>Understanding of content</b>	<p>Student may provide:</p> <ul style="list-style-type: none"> <li>extensive explanation and illustration of key concepts in the discipline or readings, organized and/or structured effectively;</li> <li>sophisticated ability to analyze and weigh differing facts and ideas;</li> <li>clearly displayed synthesis of material from primary and/or secondary sources.</li> </ul>	<p>Student may provide:</p> <ul style="list-style-type: none"> <li>some explanation and illustration of key concepts in the discipline or readings, organized and/or structured somewhat;</li> <li>some analysis and weighing of differing facts and ideas;</li> <li>some synthesis of material from primary and/or secondary sources.</li> </ul>	<p>Student may provide:</p> <ul style="list-style-type: none"> <li>little or no explanation and illustration of key concepts in the discipline or readings, reflecting poor organization and/or structure;</li> <li>lacking attempt to analyze and weigh differing facts and ideas;</li> <li>incomplete or non-existent synthesis of material from primary and/or secondary sources.</li> </ul>
<b>Selection of appropriate support</b>	<p>Student may make:</p> <ul style="list-style-type: none"> <li>skillful use of high quality, credible, and relevant sources;</li> <li>insightful use of fitting evidence or examples to support and develop ideas.</li> </ul>	<p>Student may make:</p> <ul style="list-style-type: none"> <li>consistent use of credible and relevant sources;</li> <li>some use of fitting evidence or examples to support and develop ideas.</li> </ul>	<p>Student may make:</p> <ul style="list-style-type: none"> <li>inappropriate or non-existent use of sources;</li> <li>inappropriate or non-existent use of evidence or examples to support and develop ideas.</li> </ul>
<b>Exhibition of proper style/disciplinary conventions</b>	<p>Student is highly aware and accurately follows disciplinary conventions and/or assignment instructions with regard to presentation, document format, and APA citation practices.</p>	<p>Student is generally aware and basically follows disciplinary conventions and/or assignment instructions with regard to presentation, document format, and APA citation practices.</p>	<p>Student is unacceptably unaware and inattentive to disciplinary conventions and/or assignment instructions with regard to presentation, document format, and APA citation practices.</p>
<b>Writing mechanics and usage</b>	<ul style="list-style-type: none"> <li>Writing reflects grammatically correct sentences that don't contain comma splices, run-ons, fragments, etc. The sentences display control and skillful variation.</li> <li>Writing is absent of usage errors and maintains accurate spelling.</li> <li>Language skillfully communicates meaning to readers with clarity and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Writing reflects some grammatically incorrect sentences that may contain comma splices, run-ons, and/or fragments, etc. However, most sentences are properly constructed.</li> <li>Writing may show minor usage errors or slight misspelling.</li> <li>Language is straightforward and generally conveys meaning to readers.</li> </ul>	<ul style="list-style-type: none"> <li>Writing reflects many patterns of errors in grammar, and frequently includes comma splices, run-ons, and/or fragments, etc. The sentences are elementary, confusing, or poorly constructed.</li> <li>Writing shows patterns of usage errors and contains numerous misspellings.</li> <li>Language impedes meaning to readers due to errors.</li> </ul>
<b>Overall Rating of Writing Skill</b>	Excellent (3)	Satisfactory (2)	Unsatisfactory (1)

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**AREA: CHEMISTRY/FORENSIC SCIENCE**

Outcome Component	Excellent (3)	Satisfactory (2)	Unsatisfactory (1)
<b>Awareness of purpose and audience</b>	Student writes exceptionally clear and concise scientific reports.	Student writes generally clear and concise scientific reports.	Student writes scientific reports that may be unclear or excessively wordy.
<b>Understanding of content</b>	Student: <ul style="list-style-type: none"> <li>provides extensive explanations of chemical concepts;</li> <li>demonstrates sophisticated analytical skills;</li> <li>exhibits highly creative thinking</li> </ul>	Student: <ul style="list-style-type: none"> <li>provides adequate explanations of chemical concepts;</li> <li>demonstrates satisfactory analytical skills</li> </ul>	Student: <ul style="list-style-type: none"> <li>provides unacceptable explanations of chemical concepts;</li> <li>demonstrates lacking analytical skills</li> </ul>
<b>Selection of appropriate support</b>	Student masters the use of appropriate search engines (e.g., SciFinder) to extensively examine and critically review the scientific literature.	Student demonstrates satisfactory use of search engines (e.g., SciFinder) to examine and review the scientific literature.	Student does not demonstrate the ability to use search engines (e.g., Sci Finder) to examine and review the scientific literature.
<b>Exhibition of proper style/disciplinary conventions</b>	Student: <ul style="list-style-type: none"> <li>accurately follows ACS research report guidelines and presentation format, especially with regard to document structure and citation of sources;</li> <li>effectively uses passive voice and third person constructions to emphasize scientific practice.</li> </ul>	Student: <ul style="list-style-type: none"> <li>mostly follows ACS research report guidelines and presentation format, especially with regard to document structure and citation of sources;</li> <li>mostly uses passive voice and third person constructions to emphasize scientific practice.</li> </ul>	Student: <ul style="list-style-type: none"> <li>does not adequately follow ACS research report guidelines and ACS presentation format, especially with regard to document structure and citation of sources;</li> <li>doesn't use passive voice and/or third person constructions to emphasize scientific practice.</li> </ul>
<b>Writing mechanics and usage</b>	<ul style="list-style-type: none"> <li>Writing reflects grammatically correct sentences that don't contain comma splices, run-ons, fragments, etc.</li> <li>Writing is absent of usage errors and maintains accurate spelling.</li> <li>Language skillfully communicates meaning to readers with precision and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Writing reflects some grammatically incorrect sentences that may contain comma splices, run-ons, and/or fragments, etc. However, most sentences are properly constructed.</li> <li>Writing may show minor usage errors or slight misspelling.</li> <li>Language is straightforward and generally conveys meaning to readers.</li> </ul>	<ul style="list-style-type: none"> <li>Writing reflects many patterns of errors in grammar, and frequently includes comma splices, run-ons, and/or fragments, etc. The sentences are elementary, confusing, or poorly constructed.</li> <li>Writing shows patterns of usage errors and contains numerous misspellings.</li> <li>Language impedes meaning to readers due to errors.</li> </ul>
<b>Overall Rating of Writing Skill</b>	Excellent	Satisfactory	Unsatisfactory

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**AREA: COBA**

Outcome Component	Excellent (3)	Satisfactory (2)	Unsatisfactory (1)
<b>Awareness of purpose and audience</b>	The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece.	The writer has defined a purpose for the paper, but some of the organization, style or content may interfere with the purpose.	The purpose and focus of the writing are not clear to the reader.
<b>Understanding of content</b>	Develops ideas cogently	Mostly unified and coherent ideas	Does not develop ideas cogently
<b>Selection of appropriate support</b>	Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence; reasons effectively making useful distinctions.	Provides some effective examples, references, and details to support major points. Some sections may have unclear reasoning.	Most ideas unsupported, confusion between personal and external evidence; reasoning flawed.
<b>Exhibition of proper style/disciplinary conventions</b>	Organizes ideas logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.	Uses paragraphs with generally adequate transitions; clear overall organization relating most ideas together, adequate introduction and conclusion.	Uneven and ineffective overall organization, unclear introduction or conclusion.
<b>Writing mechanics and usage</b>	<ul style="list-style-type: none"> <li>Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.</li> <li>The writing is essentially error-free in terms of spelling and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Word forms and sentence structures are adequate to convey basic meaning. Presence of a few errors is not distracting.</li> <li>While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.</li> </ul>	<ul style="list-style-type: none"> <li>Employs words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting.</li> <li>Writing contains numerous errors in spelling and grammar which interfere with comprehension</li> </ul>
<b>Overall Rating of Writing Skill</b>	Excellent	Satisfactory	Unsatisfactory

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