**Analytical Rubric to Measure Undergraduate Writing Skills**

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| **CRITERIA** | **Above Standards**  **(4 points)** | **Meets Standards**  **(3 points)** | **Approaching Standards**  **(2 points)** | **Below Standards**  **(1 or 0 points)** |
| ***ORIGINALITY in APPROACH and IDEAS***  **Points: \_\_\_\_\_\_** | The writing conveys sophistication and originality in ideas and in approach to the assignments. | The writing conveys originality in ideas and in approach to the assignments. | The writing shows some imitated and some original ideas in ideas and approach. | The writing shows imitated ideas and approach. |
| ***AUDIENCE and PURPOSE***  **Points: \_\_\_\_\_\_** | The writing responds by exceeding assignment requirements and communicates passionately and effectively to the intended audience. | The writing responds adequately to the assignment requirements and communicates effectively to the intended audience. | The writing needs to respond more completely to the assignment requirements and needs to communicate to the intended audience. | The writing fails to respond to the assignment requirements and fails to consider audience. |
| ***THESIS STATEMENT and Maintaining FOCUS on Thesis or Main Idea Throughout the Essay***  **Points: \_\_\_\_\_\_** | Theessay, if appropriate, includes a complex thesis statement **and/or** maintains focus on the thesis or main idea throughout the essay. | Theessay, if appropriate, includes a thesis statement **and/or** maintains focus on the thesis or main idea through most of the essay. | Theessay needs to, if appropriate, present a clear thesis statement **and** needs to maintain a consistent focus on the thesis or main idea throughout the essay. | The essay, if appropriate, has a weak or missing thesis statement **and** maintains no focus on the thesis or main idea throughout the essay. |

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| ***DEVELOPMENT:***  ***Reasoning and Substance***  **Points: \_\_\_\_\_\_** | The reasoning shows sophistication in both substance and depth and no errors in logic. | The reasoning shows adequate substance and depth and few errors in logic. | The reasoning needs to show more substance and depth; there may be logical flaws. | The reasoning fails to show competency, substance or depth. There may be many logical flaws. |
| ***DEVELOPMENT: Integrating Sources to Support Writer’s Arguments or Main Idea***  **Points: \_\_\_\_\_\_** | When appropriate, the writing shows a skillful use of sources to support the writer’s ideas. | When appropriate, the writing shows a competent use of sources to support the writer’s ideas. | When appropriate, the writing needs to show a more competent use of sources to support the writer’s ideas. | When appropriate, the writing shows an ineffective or incomplete use of sources to support the writer’s ideas. |
| ***RHETORICAL ARRANGEMENT (ORGANIZATION) to Support Focus and/or Main Argument***  **Points: \_\_\_\_\_\_** | The writing is precisely organized and the overall organization clearly supports the main focus or argument of the essay. | The writing is adequately organized and the overall organization supports the main focus or argument of the essay. | The writing needs to be more effectively organized and the overall organization needs to more effectively support the main focus or argument of the essay. | The writing is not organized and the organization does not support the main focus of the essay. |
| ***PARAGRAPH DEVELOPMENT and TRANSITIONS***  **Points: \_\_\_\_\_\_** | Each paragraph contains one idea developed with details, examples, reasons, or evidence, and each paragraph demonstrates a clear relationship to the next paragraph. | Most paragraphs contain one idea developed with details, examples, reasons, or evidence, and most paragraphs demonstrate a clear relationship to the next paragraph. | Some paragraphs contain one idea developed with details, examples, reasons, or evidence, and some paragraphs demonstrate a clear relationship to the next paragraph; other paragraphs need to do so. | Most paragraphs do not contain one idea developed with details, examples, reasons, or evidence, and most paragraphs do not demonstrate a clear relationship to the next paragraph. |
| ***Sentence Style/Grammatical Correctness***  **Points: \_\_\_\_\_\_** | The writing shows a sophisticated command of sentence structure, grammar, and the other mechanics of standard written English. | The writing shows an adequate command of sentence structure, grammar, and the other mechanics of standard written English. | The writing needs to show a clearer command of sentence structure, grammar, and the other mechanics of standard written English. | The writing shows little or no clear command of sentence structure, grammar, and the other mechanics of standard written English. |

**TOTAL: \_\_\_\_\_\_\_/8 = \_\_\_\_\_\_\_\_\_\_ (see chart on next page)**

**Use Chart Below to Determine Numeric and Alphabetic grade**.

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| 4 POINT GRADE SCALE 4.0 = 100 2.5 = 75   * 1. = 95 2.2 = 72   2. = 90 2.0 = 70   3. = 87 1.75 = 68  1. = 85 1.5 = 65    1. = 80 1.0 = 60 | NUMERIC TO ALPHA SCALE 90 – 100 = A+, A, A-  80 – 90 = B+, B, B-  70 – 80 = C+, C, C-  60 – 70 = D+, D, D-  60 – 0 = F |

**Analytical Writing Rubric to Measure Graduate Writing Skills**

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| --- | --- | --- | --- | --- |
| **CRITERIA** | **Above Standards**  **(4 points)** | **Meets Standards**  **(3 points)** | **Approaching Standards**  **(2 points)** | **Below Standards**  **(1 or 0 points)** |
| ***Originality in Scholarly Argument & Ideas***  **Points: \_\_\_\_\_\_** | The writing conveys sophistication and originality in scholarly arguments and ideas. | The writing conveys originality in scholarly arguments and ideas. | The writing needs to show more originality in scholarly arguments and ideas. | The writing does not show originality in scholarly arguments and ideas. |
| ***Contributes to Audience of Scholars***  **Points: \_\_\_\_\_\_** | The writing substantively contributes to and advances the scholarly body of knowledge and ideas of a given topic, and substantively advances thinking about this topic. | The writing contributes to the scholarly body of knowledge and ideas of a given topic, and advances thinking about this topic. | The writing needs to contribute more to the scholarly body of knowledge and ideas of a given topic, and needs to do more to advance thinking about this topic. | The writing fails to contribute to the scholarly body of knowledge and ideas of a given topic, and fails to advance thinking about this topic. |
| ***THESIS and Maintaining Thesis/Arguments Throughout the Writing***  **Points: \_\_\_\_\_\_** | Thewriting includes a complex thesis or hypothesis that presents a sophisticated argument, **and each part of the writing precisely** supports writer’s argument. | Thewriting includes a complex thesis or hypothesis that presents an argument, **and each part of the writing** supports writer’s argument. | Thewriting needs to include a complex thesis or hypothesis that presents a sophisticated argument, **and each part of the writing needs to more clearly** support writer’s argument. | Thewriting does not include a complex thesis or hypothesis that presents a sophisticated argument, **and each part of the writing does not** support writer’s argument. |

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| ***DEVELOPMENT: Knowledge of Scholarly Content to Support Writer’s Reasoning and Arguments.***  **Points: \_\_\_\_\_\_** | | Writing demonstrates a sophisticated knowledge of content drawn from scholarly or course materials, and skillfully integrates this content to support writer’s scholarly arguments and reasoning. | Writing demonstrates an adequate knowledge of content drawn from scholarly or course materials, and adequately integrates this content to support writer’s scholarly arguments and reasoning. | Writing needs to demonstrate more knowledge of content drawn from scholarly or course materials, and needs to do more to integrate this content to support writer’s scholarly arguments and reasoning. | Writing fails to demonstrate knowledge of academic subject drawn from scholarly or course materials, and fails to integrate this content to support writer’s scholarly arguments and reasoning. |
| ***DEVELOPMENT:***  ***Integrating Scholarly Sources to Support Writer’s Argument***  **Points: \_\_\_\_\_** | The writing shows a skillful use of scholarly sources to support the writer’s argument. | | The writing shows a competent use of scholarly sources to support the writer’s argument. | The writing needs to shows a more competent use of scholarly sources to support the writer’s argument. | The writing fails to show a skillful use of scholarly sources to support the writer’s argument. |
| ***RHETORICAL ARRANGEMENT (Organization) to Support Focus and/or Main Argument***  **Points: \_\_\_\_\_\_** | | The writing is precisely organized and formatted according to the conventions of writer’s scholarly field, and the overall organization precisely supports the writer’s scholarly argument. | The writing is adequately organized and formatted according to the conventions of writer’s scholarly field, and the overall organization supports the writer’s scholarly argument. | The writing needs to be more organized and formatted according to the conventions of writer’s scholarly field, and the overall organization needs to more clearly support the writer’s scholarly argument. | The writing is not organized and formatted according to the conventions of writer’s scholarly field, and the overall organization fails to support the writer’s scholarly argument. |

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| ***Paragraph Development and Transitions***  **Points: \_\_\_\_\_\_** | Each paragraph contains one idea developed with details, examples, reasons, or evidence, and each paragraph demonstrates a clear relationship to the next paragraph. | Most paragraphs contain one idea developed with details, examples, reasons, or evidence, and most paragraphs demonstrate a clear relationship to the next paragraph. | Some paragraphs contain one idea developed with details, examples, reasons, or evidence, and some paragraphs demonstrate a clear relationship to the next paragraph; other paragraphs need to do so. | Most paragraphs do not contain one idea developed with details, examples, reasons, or evidence, and most paragraphs do not demonstrate a clear relationship to the next paragraph. |
| ***Sentence Style/Grammatical Correctness***  **Points: \_\_\_\_\_\_** | The writing shows a sophisticated command of sentence structure, grammar, and tone as appropriate to writer’s scholarly field. | The writing shows an adequate command of sentence structure, grammar, and tone as appropriate to writer’s scholarly field. | The writing needs to show a clearer command of sentence structure, grammar, and tone as appropriate to writer’s scholarly field. | The writing shows little or no clear command of sentence structure, grammar, and tone as appropriate to writer’s scholarly field. |

**TOTAL: \_\_\_\_\_\_\_/8 = \_\_\_\_\_\_\_\_\_\_ (See chart on next page)**

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