

### Writing III (WC) Assessment

<b>1 CRITERIA</b>	<b>2 ADVANCED</b>	<b>3 PROFICIENT</b>	<b>4 BASIC</b>	<b>5 UNSATISFACTORY</b>
<p>Fulfills the assignment purpose Assessment method (assignment/task assessed):</p>	<p>The paper responds fully and effectively to the assignment. The topic is appropriate.</p> <p># of Students _____</p>	<p>The paper is an acceptable response to the assignment. Some aspects of the overall task may be slighted.</p> <p># of Students _____</p>	<p>The paper is a somewhat acceptable response to the assignment. Many aspects of the overall task are missing.</p> <p># of Students _____</p>	<p>Overall, the paper is an inadequate response to the assignment.</p> <p># of Students _____</p>
<p>Thesis Assessment method (assignment/task assessed):</p>	<p>The writer develops a specific thesis that controls the paper.</p> <p># of Students _____</p>	<p>There is a consistent thesis, but it may not be developed fully.</p> <p># of Students _____</p>	<p>The thesis may be unclear or implicit, and may change throughout the paper.</p> <p># of Students _____</p>	<p>The thesis is unclear or difficult to identify.</p> <p># of Students _____</p>
<p>Organization &amp; logic Assessment method (assignment/task assessed):</p>	<p>The organization is very clear and captures the designated purpose. There is a logical progression of ideas. The introduction is inviting and challenging, and appropriate to the topic or thesis. The conclusion is purposeful and perceptive.</p> <p># of Students _____</p>	<p>The organization is generally clear and captures the purpose. For the most part, there is a logical progression of ideas. The introduction sets the stage for the rest of the paper. The conclusion provides satisfying closure to the argument.</p> <p># of Students _____</p>	<p>The organization is somewhat unclear. The progression of ideas is often not logical. The introduction generally matches the topic and is somewhat effective. The conclusion summarizes previously stated information.</p> <p># of Students _____</p>	<p>The organization is unclear and does not capture the purpose. The ideas are illogical. The introduction is overly general, missing, misleading, or ineffective. The conclusion is absent, incomplete, or unfocused.</p> <p># of Students _____</p>
<p>Significance of claims/analysis of ideas Assessment method (assignment/task assessed):</p>	<p>Claims and ideas are significant and stated clearly and effectively. The writer confidently analyzes and interprets possible meanings, going beyond the obvious.</p> <p># of Students _____</p>	<p>The writer is generally able to state ideas and claims clearly, and can analyze and interpret their meaning.</p> <p># of Students _____</p>	<p>There may be ideas and claims, but interpretation is often missing and the analysis is weak.</p> <p># of Students _____</p>	<p>Claims and ideas are simplistic, uneven in quality, and lacking relevance. Analysis and interpretation are absent.</p> <p># of Students _____</p>

1 CRITERIA	2 ADVANCED	3 PROFICIENT	4 BASIC	5 UNSATISFACTORY
<p>Quality of evidence/information Assessment method (assignment/task assessed):</p>	<p>Claims and ideas are supported by a variety of relevant facts, examples, and details. The writer consistently integrates sources to support, extend, and inform, but not to substitute writer's own development of ideas.</p> <p># of Students _____</p>	<p>Claims and ideas are supported by facts, examples, and details. The writer generally uses relevant sources to support, extend, and inform, but not to substitute writer's own development of idea.</p> <p># of Students _____</p>	<p>Some claims and ideas are supported by facts, examples, and details. The evidence/ information are uneven and may be inaccurate. The sources are not well integrated.</p> <p># of Students _____</p>	<p>Claims and ideas are supported by few facts, examples, and details. Evidence/information is vague, missing or inaccurate. Details and facts are inappropriate and off-topic. The writer neglects important sources and/or substitutes sources for original ideas.</p> <p># of Students _____</p>
<p>Voice/understanding of audience Assessment method (assignment/task assessed):</p>	<p>The writer uses a consistent and appropriate voice for the audience. The writer skillfully anticipates the reader's needs.</p> <p># of Students _____</p>	<p>The writer uses an appropriate voice for the audience, although the sense of audience may be uneven at times (i.e. more or less details given than needed). The stance may be somewhat tentative and meets the readers' needs with some skill.</p> <p># of Students _____</p>	<p>Voice is largely indistinct or inconsistent and shows little regard for the audience.</p> <p># of Students _____</p>	<p>Voice is noticeably generic or inappropriate. There is no awareness of the needs of the audience.</p> <p># of Students _____</p>
<p>Mechanics of format (e.g. margins, font, subheadings) Assessment method (assignment/task assessed):</p>	<p>The format is consistently correct and appropriate to the assignment and discipline.</p> <p># of Students _____</p>	<p>The format is generally correct and appropriate, with minor exceptions.</p> <p># of Students _____</p>	<p>The format is often incorrect and/or inappropriate. There are several formatting issues and problems.</p> <p># of Students _____</p>	<p>The format is incorrect and/or inappropriate.</p> <p># of Students _____</p>

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Use of graphics (e.g. illustrations, charts, graphs, tables) Assessment method (assignment/task assessed):	The writer displays effective, clear graphic material.  # of Students _____	The writer displays graphic material that is generally effective and clear.  # of Students _____	The graphics are frequently ineffective, unevenly developed, or unclear.  # of Students _____	The graphics are poorly presented, ineffective, or inadequate.  # of Students _____
Documentation Assessment method (assignment/task assessed):	The writer nearly always employs citations and documentation styles appropriate to the disciplinary task.  # of Students _____	References are cited and documented, but may contain errors.  # of Students _____	References are not consistent. Documentation style is inappropriate.  # of Students _____	References are not cited.  # of Students _____
Usage (e.g. grammar, syntax, punctuation, spelling) Assessment method (assignment/task assessed):	There are only a few errors in syntax, grammar, punctuation, and/or spelling, and these do not interfere with the reading and understanding of this text.  # of Students _____	There are some errors in syntax, grammar, punctuation, and/or spelling, which may disrupt the flow of reading.  # of Students _____	There are many errors in syntax, grammar, punctuation, and/or spelling, which interfere with communication and damage the writer's credibility.  # of Students _____	There are countless errors in syntax, grammar, punctuation, and/or spelling which impede effective communication. Reader has to reread parts of the essay in order to comprehend them.  # of Students _____
Style/word choice Assessment method (assignment/task assessed):	The writer has full command of complex sentence structure and uses effectively for the assignment. The writer successfully uses appropriate words from the discipline. Words are precise.  # of Students _____	The writer uses sentence structure with some variance, which is mostly correct. Word choice is appropriate to the task. The writer generally uses appropriate words from the discipline.  # of Students _____	The writer tends to use basic, choppy, and/or structurally repetitive sentences. Many words are not precise or appropriate to discipline.  # of Students _____	The writer repeatedly uses basic, choppy, and/or structurally repetitive. Word-choice errors are frequent. Discipline-specific language is lacking.  # of Students _____