

## CONDENSED TRAIT SCORING GRID

(College-Wide Writing Rubric)

<b>LEVEL</b>	<b>CRITICAL THINKING</b> (Ability to interpret the assignment, Quality of thought processes)	<b>ORGANIZATION</b> (Control of topic, Structure, Unity, Coherence)	<b>DEVELOPMENT</b> (Quality of details, examples, etc., Awareness of audience)
<b>FOUR</b>	<ul style="list-style-type: none"> <li>--Insightful interpretation of the assignment, going beyond the requirements.</li> <li>↳Thought processes are sustained, sound, logical, and unbiased.</li> <li>↳Conclusions are justified.</li> <li>↳Thinking goes beyond the predictable</li> <li>↳Other, considered, relevant points are thoughtful and thorough.</li> <li>↳Analysis and synthesis of relevant ideas are consistent.</li> </ul>	<ul style="list-style-type: none"> <li>↳Organizational structure effectively advances the thesis.</li> <li>↳Organization grows naturally from the relationship of ideas.</li> <li>↳Transitions between paragraphs are smooth and sophisticated.</li> <li>↳Topic sentences and transitions are used effectively to create clear, coherent paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>↳Evidence and assertions are convincingly blended to meet the audience=s needs.</li> <li>↳Ample and varied details and examples are consistently insightful and cogent.</li> <li>↳Evidence goes beyond the use of personal references (when required by the assignment).</li> </ul>
<b>THREE</b>	<ul style="list-style-type: none"> <li>↳Addresses all required issues in the assignment</li> <li>↳Thought processes are unevenly sustained, leading to occasional lapses in logic and/or some evidence of biased thinking.</li> <li>↳Conclusions are usually justified.</li> <li>↳Thinking is uneven, sometimes going beyond the predictable but sometimes lapsing into cliches.</li> <li>↳Other relevant points of view are sometimes not considered.</li> <li>--Analysis and synthesis of relevant ideas are uneven.</li> </ul>	<ul style="list-style-type: none"> <li>↳Organizational pattern is consistently followed.</li> <li>↳Organizational pattern is acceptable, but conventional.</li> <li>↳The distinction between topic and thesis is clear.</li> <li>↳Transitions are reasonably managed.</li> <li>↳Topic sentences and transitions are used unevenly, creating occasional confusion in paragraph clarity and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>↳Evidence shows understanding beyond the superficial.</li> <li>↳Choice of details and examples is varied, but occasionally uneven.</li> <li>↳Evidence usually goes beyond the use of personal references (when required by the assignment).</li> </ul>
<b>TWO</b>	<ul style="list-style-type: none"> <li>↳Specifics of the assignment are unevenly addressed with some omissions.</li> <li>↳Thought processes re frequently unsound, leading to biased thinking and logical fallacies.</li> <li>↳Many conclusions are not justified.</li> <li>↳Thinking is predictable, frequently lapsing into cliches.</li> <li>↳Other relevant points of view are frequently neglected.</li> <li>↳Analysis and synthesis of relevant ideas are limited.</li> </ul>	<ul style="list-style-type: none"> <li>↳Established organization pattern is not consistently followed throughout the essay.</li> <li>↳Organizational pattern is mechanical with an abrupt beginning, disproportionate body paragraphs, and/or lack of adequate closure.</li> <li>↳The distinction between topics and thesis is hazy.</li> <li>↳Transitions are mechanical and/or inappropriate.</li> <li>↳Topic sentences and transitions are confusing, making it difficult to follow the ideas in paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>↳Evidence is predictable with little attempt to meet the audience=s needs.</li> <li>↳Details and examples are limited.</li> <li>↳Evidence relies almost solely on personal references.</li> </ul>
<b>ONE</b>	<ul style="list-style-type: none"> <li>↳Little/no addressing of the assignment requirements.</li> <li>↳Thought processes are unsound with a predominate reliance on bias and fallacies.</li> <li>↳Conclusions are rarely justified.</li> <li>↳Thinking is predominately cliched' with little evidence of coherent thought.</li> </ul>	<ul style="list-style-type: none"> <li>↳Organizational pattern is lacking, causing ideas to be jumbled.</li> <li>↳Organization lacks clear distinctions between opening, body, and closing.</li> <li>↳Topic is mistaken for the thesis.</li> <li>↳Transitions are not used or are confusing.</li> <li>↳Paragraphs lack clear topic sentences and transitions, making it</li> </ul>	<ul style="list-style-type: none"> <li>↳Evidence is not engaging, with no apparent attempt to meet the audience=s needs.</li> <li>↳Little/no support of ideas with specific details</li> </ul>

	<ul style="list-style-type: none"> <li>⊖Other relevant points of view are rarely considered or are treated with open hostility.</li> <li>⊖Relevant ideas are not analyzed and synthesized.</li> </ul>	almost impossible to follow the ideas presented.	
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LEVEL	STYLE (Sentence structure, Use of language)	MECHANICS (Punctuation, Spelling, Proofreading, Sentence correctness, Grammar)	DOCUMENTATION AND RESEARCH METHODOLOGY (Selection, use, and documentation of research sources using MLA or APA guidelines)
FOUR	<ul style="list-style-type: none"> <li>⊖Style conveys meaning in an original and interesting manner</li> <li>⊖Vocabulary is varied and lively.</li> <li>⊖Rhetorical devices (metaphor, rhetorical questions, allusions, imagery, and humor ,when appropriate.) are used to create a distinct, individual voice.</li> <li>⊖Sentence structure is well paced, varied, and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>⊖Writing is nearly error free (especially, in varied, complicated sentences).</li> <li>⊖ Any errors committed do not interfere with meaning nor distract the reader.</li> <li>⊖Handling of mechanics reinforces meaning and advances the professional image of the text.</li> </ul>	<ul style="list-style-type: none"> <li>⊖All research is smoothly integrated into the paper.</li> <li>⊖Research relies primarily on juried sources which display depth, breadth, and quality.</li> <li>⊖Use of research materials shows a thoughtful consideration of the information.</li> <li>⊖Parenthetical documentation is essentially error free.</li> <li>⊖Works Cited (MLA) or References (APA) page is properly formatted with few or no errors.</li> </ul>
THREE	<ul style="list-style-type: none"> <li>⊖Style consistently adds to meaning</li> <li>⊖Vocabulary has some variety.</li> <li>⊖Use of rhetorical devices creates an identifiable voice.</li> <li>⊖Sentence structure is sufficiently paced, varied, and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>⊖ Occasional errors in varied, complicated sentences.</li> <li>⊖Errors committed, occasionally interfere with meaning and/or distract the reader.</li> <li>⊖ Handling of mechanics is appropriate for a professional text.</li> </ul>	<ul style="list-style-type: none"> <li>⊖Research is integrated into the text, but with some awkwardness.</li> <li>⊖Research relies on a sufficient number of juried sources, but their depth and /or breadth is limited.</li> <li>⊖Use of research materials shows an adequate understanding of the information.</li> <li>⊖Occasional errors in parenthetical documentation.</li> <li>⊖Occasional errors in the Works Cited or Reference page, but the proper format is generally well followed.</li> </ul>
TWO	<ul style="list-style-type: none"> <li>⊖Uneven style interferes with meaning at times.</li> <li>⊖Vocabulary is limited.</li> <li>--Rhetorical devices are used inconsistently, resulting in an uneven voice.</li> <li>⊖Pace, variety, and rhythm are uneven.</li> </ul>	<ul style="list-style-type: none"> <li>⊖Frequent errors in varied or complicated sentences.</li> <li>⊖Frequent errors hinder meaning and/or are distracting.</li> <li>⊖Errors cause the reader to question the reliability of the information and/or the professionalism of the text.</li> </ul>	<ul style="list-style-type: none"> <li>--Integration of research into the text is awkward.</li> <li>⊖Research relies on a few juried sources, some of which are not appropriate.</li> <li>⊖Use of research materials shows an incomplete understanding of the information.</li> <li>⊖Frequent errors in parenthetical documentation, leading to occasional, inadvertent plagiarism.</li> <li>⊖Frequent errors in the Works Cited or Reference page, and proper format is often ignored.</li> </ul>
ONE	<ul style="list-style-type: none"> <li>⊖Awkward, rudimentary style hinders meaning.</li> <li>⊖Vocabulary is basic and lacks variety.</li> <li>⊖Little/no use of rhetorical devices leads to an indistinct voice.</li> <li>⊖Little/no pace, variety and/or rhythm creates a flat tone.</li> </ul>	<ul style="list-style-type: none"> <li>⊖Numerous errors obscure the meaning and force the reader to reread or to question the writer=s intent.</li> <li>⊖Numerous errors cause the reader to reject the information and/or to view the text as unprofessional..</li> </ul>	<ul style="list-style-type: none"> <li>⊖Little/no integration of research into the text.</li> <li>⊖Research relies primarily on inappropriate, non-juried sources.</li> <li>⊖Use of research materials shows little/no understanding of the information.</li> </ul>

			<p>⊖Omitted/improper parenthetical documentation leads to inadvertent plagiarism.</p> <p>⊖Works Cited or Reference page is omitted or consistently fails to follow the proper format.</p>
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