ECTA Departmental Assessment Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *4* | *3* | *2* | *1* | *0* | *Score* |
| *Use of Language* | Uses sophisticated language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free | Uses straightforward language that generally conveys meaning to readers. The language has few errors | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors | Uses language that sometimes impedes meaning because of errors in usage | Uses language that barely conveys any meaning due to extensive errors in usage |  |
| *Use of Sources* | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing | Demonstrates an attempt to use sources to support ideas in the writing | Does not demonstrate any attempt to use sources to support ideas in the writing |  |
| *Conceptual Richness* | Uses specific position and evidence to reveal insightful ideas and patterns, taking into account the complexities of an issue | Uses position and evidence to reveal important ideas and patterns, taking into account the complexities of an issue | Uses position and evidence to acknowledge complexities of an issue, but is not effective in revealing ideas and patterns | Uses a simplistic and obvious position to reformulate a collection of ideas | Does not use any position or evidence |  |
| *Summary/Definition of Theory* | Demonstrates a thorough understanding of the theory and its definition | Demonstrates knowledge of ideas related to the theory and its definition | Demonstrates developing ideas related to the theory and its definition | Demonstrates a simplistic understanding of the theory and its definition | Does not demonstrate any understanding of the theory and its definition |  |
| *Analysis/Use of Theory* | Applies appropriate, relevant, and compelling analysis of the theory | Applies appropriate and relevant analysis of the theory | Applies a developing analysis of the theory | Applies a simplistic analysis of the theory | Does not apply any analysis of the theory |  |