

Concordia University Writing Intensive Rubric: Research-Based Writing

Student ID: _____

Component	Unacceptable (1)	Acceptable (3)	Exemplary (5)	Score
Writing communicates clearly and efficiently.	The purpose/thesis of the piece is not clearly established early in the paper.	The purpose/thesis of the piece can be clearly discerned early in the paper.	The writing quickly captures the reader's attention and conveys a clear purpose/thesis.	<input type="checkbox"/> A1
	The macro level structure of the paper is not logical and coherent.	The macro level structure of the paper is reasonably logical and coherent.	The macro level structure of the paper is logical and coherent. The writer employs effective transitions or signposts that aid in comprehension.	<input type="checkbox"/> A2
	Use of language is unclear in many places.	Use of language is reasonably clear.	Use of language is impressive in its precision.	<input type="checkbox"/> A3
	Writing presents large gaps in reasoning/evidence or needlessly covers the same information/ideas repeatedly.	Writing is reasonably thorough but not redundant. The reader is rarely confused or distracted.	Writing is concise and fluid. The paper can be quickly and easily read and understood by a qualified reader.	<input type="checkbox"/> A4
	Writer has difficulty clearly conveying ideas of others and/or does not make distinctions between her ideas and those of others.	Writer generally conveys information/ideas of others with clarity and makes distinctions between her ideas and those of others.	Writer does an excellent job of conveying information/ideas of external sources and always makes clear whose ideas are being presented.	<input type="checkbox"/> A5
			Subtotal for Clarity/Efficiency	<input type="checkbox"/> AT

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Writing employs effective rhetorical strategies.	Writer makes multiple claims that are not adequately supported by evidence or sound reasoning.	Writer generally uses evidence and sound reasoning to adequately support claims.	Writer presents compelling arguments based on insightful use of evidence and reasoning.	<input type="checkbox"/> B1
	Writer makes poor decisions about when to cite other sources, when to paraphrase or quote, or how long quotes should be.	Writer integrates other sources as necessary and makes sound decisions about when to quote or paraphrase.	Writer demonstrates skill and insight in choosing when and how to integrate other sources.	<input type="checkbox"/> B2
	The structure of the paper, use of evidence and/or reasoning indicate the writer lacks understanding of how ideas and arguments are to be presented within the genre/discipline.	Writer generally employs structures, evidence and reasoning that are appropriate to the genre/discipline.	Writer demonstrates command of the genre in use of structures, evidence and reasoning.	<input type="checkbox"/> B3
	Subtotal for Rhetorical Strategies			<input type="checkbox"/> BT
Writing demonstrates depth and originality of thought.	Writer does not make an original argument or present information in an insightful manner.	Writer makes an original argument and/or demonstrates some insight in compiling information and opinions.	Writer makes a thought-provoking argument and/or demonstrates keen insight in compiling information and opinions.	<input type="checkbox"/> C1
	Writer confuses fact (e.g., data) and opinions (e.g., analysis and conclusions).	Writer adequately distinguishes between fact (e.g., data) and opinions (e.g., analysis and conclusions).	Writer critically examines sources, offering alternative explanations and interpretations of evidence.	<input type="checkbox"/> C2
	Subtotal for Depth/Originality			<input type="checkbox"/> CT

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Writing demonstrates understanding of appropriate conventions of language	Writer employs several colloquial or slang expressions or makes other language choices that detract from content.	Word choice generally creates appropriate tone.	Word choice is professional throughout and enhances the writer's credibility.	<input type="checkbox"/> D1
	Punctuation and syntax frequently deviate from Standardized English.	Punctuation and syntax generally follow Standardized English.	Punctuation and syntax are virtually flawless.	<input type="checkbox"/> D2
	Paper contains multiple errors that would have been caught by software-based spelling and grammar checkers.	Paper contains virtually no errors that would have been caught by software-based spelling and grammar checkers	Paper contains virtually no errors of any kind.	<input type="checkbox"/> D3
	Formatting for citations and references, etc. often does not follow appropriate style guides as designated by instructor.	Formatting for citations and references, etc. generally follows appropriate style guides as designated by instructor.	Formatting for citations and references, etc. flawlessly follows style guides as designated by instructor.	<input type="checkbox"/> D4
Subtotal for Conventions			<input type="checkbox"/> DT	

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Information Literacy Benchmarks	In general, student has not demonstrated adequate understanding of scholarly literature.	In general, student has demonstrated adequate understanding of scholarly literature.	In general, student has demonstrated an ability to adequately analyze and/or critique scholarly literature.	<input type="checkbox"/> E1
	Citations do not demonstrate that student accessed sources via academic databases.	Citations demonstrate that student accessed sources via academic databases.	—————→	<input type="checkbox"/> E2
	Student has relied on sources that lack credibility.	Student has not relied on sources that lack credibility.	Student has done an excellent job of finding the most current and/or relevant research on the topic.	<input type="checkbox"/> E3
	Student failed to use or misused vocabulary specific to the field of study.	Student has used vocabulary specific to the field of study.	Student has demonstrated command of specialized vocabulary.	<input type="checkbox"/> E4
	Student has not demonstrated adequate understanding of research methodology used in the field.	Student has demonstrated adequate understanding of research methodology used in the field.	Student has demonstrated thorough understanding of research methodology.	<input type="checkbox"/> E5
			Subtotal for Information Literacy	<input type="checkbox"/> ET
			Total Score <input type="checkbox"/> TT	