Fitchburg State University General Education Program: Writing Rubric

Goal: Fitchburg State University students will draft original texts to develop and express ideas working with different media including words, data and images.

	Internalizing	Refining	Developing	Emerging
Controlling Idea	Student work consistently demonstrates an original and focused theme or controlling idea, skillfully reflecting the dimensions of the genre and the assignment.	Student work mostly demonstrates an original and/or focused theme or controlling idea that broadly addresses the genre and the assignment.	Student work sometimes demonstrates evidence of a theme or controlling idea but lacks clarity and/or focus.	Student work rarely demonstrates evidence of a theme or controlling idea, lacking clarity and focus.
Controlling Idea Development	Student work consistently a) provides substantial evidence (e.g., close analysis, data tables, figures, visuals) and follows disciplinary conventions b) anticipates and addresses complex questions in support of the central idea or theme.	Student work mostly a) provides substantial evidence (e.g., close analysis, data tables, figures, visuals) and follows disciplinary conventions b) anticipates and addresses complex questions in support of the central idea or theme.	Student work sometimes a) provides substantial evidence (e.g., close analysis, data tables, figures, visuals) and follows disciplinary conventions b) anticipates and addresses complex questions in support of the central idea or theme.	Student work rarely a) provides substantial evidence (e.g., close analysis, data tables, figures, visuals) and follows disciplinary conventions b) anticipates and addresses complex questions in support of the central idea or theme.
Organization	Student work consistently demonstrates a logical organizational sequence appropriate to the genre and assignment.	Student work mostly demonstrates a logical organizational sequence appropriate to the genre and assignment.	Student work sometimes demonstrates some logical organizational sequence.	Student work rarely demonstrates a logical organizational sequence.

Sources and Evidence	Student work incorporates high-quality sources that are both relevant and credible to support their argument.	Student work usually incorporates high-quality sources that are both relevant and credible to support their argument.	Student work sometimes incorporates high-quality sources that are both relevant and credible to support their argument.	Student work does not or rarely incorporates high-quality sources that are both relevant and credible to support their argument.
Documentation of Sources	Student work correctly uses a single citation style (MLA, APA, Chicago, etc.) within their work to provide proper attribution.	Student work mostly uses a single citation style (MLA, APA, Chicago, etc.) correctly within their work.	Student work sometimes uses a citation style (MLA, APA, Chicago, etc) correctly within their work.	Student work does not or rarely includes citations.
Academic Discourse	Student work consistently demonstrates a formal academic style and effective integration of discipline-specific terminology and writing conventions appropriate to the assignment throughout the work.	Student work mostly demonstrates a formal academic style and effective integration of discipline-specific terminology and writing conventions appropriate to the assignment through a majority of the work.	Student work sometimes demonstrates use of formal academic style. Student work demonstrates some attempts to integrate discipline specific terminology and writing conventions appropriate to the assignment. Student demonstration of disciplinary discourse conventions may be inconsistent.	Student work rarely demonstrates use of formal academic style. Student work lacks attempts to integrate discipline specific terminology or writing conventions appropriate to the assignment.
Style/ Presentation	Student work consistently uses language that communicates meaning with clarity and fluency and is largely free from errors	Student work mostly uses language that communicates meaning with clarity and fluency and has few errors	Student work sometimes uses language that communicates meaning with clarity and fluency and has some errors	Student work rarely uses language that communicates meaning with clarity and fluency and has several errors.

Writing Rubric

Writing Goal

Fitchburg State University students will draft original texts to develop and express ideas working with different media including words, data, and images.

Understanding the Rubric

This rubric assesses how written work samples respond to specific criteria. The question guiding the rubric is "How well does writing respond to the needs of the audience(s) for the work?" The rubric is not meant to assess other aspects of writing that are equally important: issues of writing process, writing strategies, and writers' fluency with different modes of textual production or publication.

The rubric focuses on seven criteria:
1. Controlling Idea
2. Controlling Idea Development
3. Organization
4. Sources and Evidence
5. Documentation of Sources
6. Academic Discourse
7. Style/Presentation

The rubric has four levels of performance with a consistent distinguishing term in each criterion.

Performance Level	Distinguishing Term	Explanation: The student artifact is . . .
Internalizing	Consistently	nearly perfect in meeting the criteria (~100%).
Refining	Mostly	above average in meeting the criteria (~75%).
Developing	Sometimes	average in meeting the criteria (~50%).
Emerging	Rarely	in the early stages of meeting the criteria (25% or less)

In general, the rubric is meant to assess the student progression in written communication through the four-year general education curriculum. It is expected that students in their first and second years of the general education program will likely score on the lower end of the rubric (Emerging and Developing) as they are just beginning their skill development, and they will continually improve (Refining and Internalizing) as they progress through the program during their 3rd and 4th years.