

Writing Rubric

Student Name: _____

Date: _____

Task Description: Jesuit Values Essay				
Area of Focus	Distinguished (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>Content: <i>The writer focuses, organizes and composes a variety of written products for academic purposes.</i></p> <p>Weight: _____</p>	<p><u>All Jesuit Values are clearly evident and connected to their educational studies, career and life</u></p> <p>Thesis clearly points to the issue and provides clear direction for entire paper.</p> <p>Relevant and productive evidence for main idea and supporting ideas includes unique examples and perceptive arguments.</p> <p>Sentence level content contributes substantively and artfully to the whole.</p> <p>Precise, intentional use of relevant scholarly sources demonstrated by innovative thinking, multiple perspectives, and synthesis of concepts and evidence.</p> <p>Crafts a well-defined conclusion that synthesizes the writer's position and demonstrates clear understanding of topic.</p>	<p><u>Majority of Jesuit Values are evident and connected to their educational studies, career and life.</u></p> <p>Thesis points to overall issue but needs more specificity and focused direction.</p> <p>Sufficient evidence for main idea and supporting ideas includes clear examples and logical arguments.</p> <p>Sentence level content adequate in contributing to the whole.</p> <p>Adequate use of relevant scholarly sources demonstrated by synthesis of concepts and evidence.</p> <p>Provides a satisfying conclusion that reviews and solidifies the writer's position and demonstrates an overall understanding of the topic.</p>	<p><u>Some Jesuit Values are evident and connected to their educational studies, career and life.</u></p> <p>Thesis is somewhat clear with an overall sense of direction.</p> <p>Superficial evidence for main idea or supporting ideas includes limited examples.</p> <p>Sentence level content limited with loose connection to the whole.</p> <p>Attempt at accurate use of sources demonstrated by description of concepts and evidence lacking in synthesis.</p> <p>Provides a conclusion that partially reviews the argument and demonstrates a superficial understanding of the topic.</p>	<p><u>No Jesuit Values are evident and connected to their educational studies, career and life.</u></p> <p>Thesis is unclear, ambiguous with a lack of direction.</p> <p>Mostly vague, unsupported generalizations and disjointed ideas.</p> <p>Sentence level content lacking and disconnected to the whole.</p> <p>Inappropriate or inaccurate use of sources. Describes few or no concepts. No evidence of synthesis.</p> <p>Neglects to provide a conclusion or conclusion is unclear. Demonstrates little to no understanding of the topic.</p>

<p>Style and Fluency: <i>The writer utilizes tone, diction, and sentence structure aligned with the demands of the written task to support his/her thesis.</i></p> <p>Weight: ____</p>	<p>Coherent, well-organized paragraphs with smooth transitions create a clear sense of direction and enhance readability.</p> <p>Astute word choice; artful sentence patterns that demonstrate thoughtful purpose and add energy.</p> <p>Projects an enthusiastic professional voice that captivates the reader.</p>	<p>Organized paragraphs with transitions provide a logical flow and satisfactory readability.</p> <p>Suitable and clear word choice and sentence patterns that are well-matched to subject and audience.</p> <p>Projects voice that engages the reader and aligns with the purpose of the paper.</p>	<p>Organization includes a sense of beginning, middle and end, though loosely connected to the overall idea and lacking in fluency and clarity.</p> <p>Commonplace wording and sentence patterns. May include vague language or wordiness.</p> <p>Inconsistent use of engaging voice; uncertainty may lose the audience at times.</p>	<p>No apparent organizing pattern; little to no logical progression; non-existent or inappropriate transitions.</p> <p>Distracting or ineffective wording; monotonous sentence patterns. May include fragments or run-ons that detract from meaning.</p> <p>Fails to align voice, purpose, and audience.</p>
<p>Conventions: <i>The writer applies language and presentation conventions that support meaning and purpose.</i></p> <p>Weight: ____</p>	<p>Mechanics and conventions of English language (grammar, spelling, punctuation, sentence structure) used exceptionally and consistently to enhance meaning; virtually error free.</p> <p>Consistently and accurately applies APA formatting and citations.</p> <p>Demonstrates superior ethical practices, including respect of intellectual property, attention to bias and maintenance of confidentiality.</p>	<p>Adheres to the standard mechanics and conventions of the English language with few errors that do not affect meaning.</p> <p>Applies APA format formatting and citations with minimal errors.</p> <p>Demonstrates ethical practices, including respect of intellectual property, attention to bias and maintenance of confidentiality.</p>	<p>Mechanical problems occasionally interfere with meaning; somewhat distracting accumulation of minor errors that may impact meaning and/or voice.</p> <p>Demonstrates misunderstanding or improper use of some approved APA formatting and citations.</p> <p>Utilizes improper formatting or citations that confuse the reader or hint of plagiarism.</p>	<p>Incorrect, confusing, or ambiguous mechanics frequently interfere with meaning; distracting accumulation of errors severely impacts readability.</p> <p>Neglects to apply required APA formatting and citations or applies several standards incorrectly.</p> <p>Includes large sections of prose that are not directly credited to their legitimate source, confusing the reader or implying plagiarism.</p>

Rubric Score _____

Instructor's Comments: