

Written Proficiency Assessment Rubric_FA11 (WRI110)

	Below Basic (1 pt)	Basic (2 pts)	Proficient (3 pts)	Advanced (4 pts)
Context and Purpose (30, 30%)	Lacks a clear, unifying thesis or statement of purpose. Evidence of inability to manage essay's scope, convey a sense of purpose, address adequate context or audience needs.	Demonstrates an understanding of audience, context, and purpose via a clear, unifying thesis or statement of purpose and a construction that appropriately limits the essay's scope for the occasion.	Demonstrates a clear and active understanding of audience, context, and purpose via an insightful, unifying thesis or statement of purpose and a construction that specifically crafts the essay's scope for the occasion and author's use.	Demonstrates mastery of focus on audience, context, and purpose via an insightful, fully-integrated thesis or statement of purpose and a construction that specifically crafts the essay's scope to consistently advance the author's purpose or position.
Content Development (30, 30%)	Paragraphs lack consistent cohesion, focus, and/or connection with the thesis or purpose of the essay. Voice and/or tone are inappropriate or inconsistently applied for writing occasion.	Employs focused paragraphs directly related to thesis or purpose of the essay. Those paragraphs are logically linked and demonstrate appropriate voice and tone for the occasion	Employs focused paragraphs directly related to and building upon thesis or purpose of the essay. Those paragraphs are logically linked individually and section to section. Voice and tone specifically reinforce development of content.	Content progresses from beginning to end in a clear, powerful, and unified fashion that advances the thesis or purpose of the essay. Paragraphs are linked individually and via a variety of devices. Voice and tone powerfully reinforce development of content.
Sources and Evidence (25, 25%)	Demonstrates a lack of engagement with either source material or fails to clearly articulate connection between personal experiences and point of the essay. Critical thinking unclear or absent. Lacking mastery of basic rules of attribution.	Develops and supports statements with an appropriate source material, personal experiences, and critical thinking (interpretation, analysis and evaluation). Demonstrates mastery of basic rules of attribution.	Develops and supports statements that advance essay's purpose with an appropriate balance of source material, personal experiences, and critical thinking (interpretation, analysis and evaluation). Skillfully displays a mastery of basic rules of attribution	Skillfully integrates developed statements advancing essay's purpose with source material, personal experiences, and critical thinking (interpretation, analysis and evaluation) that all works in concert. Quotes, paraphrases and allusions are included with seamless attribution.
Syntax and Mechanics (15, 15%)	Employs syntax, mechanics, and language that frequently impedes meaning due to errors in usage.	Displays ability to construct and organize sentences and paragraphs that are neither inadequate in meaning nor overwrought. In support of that meaning, sentences demonstrate an understanding of basic grammatical elements.	Displays ability to construct and organize sentences and paragraphs that go beyond adequate in meaning and scope. In support of that meaning, sentences demonstrate a fluency with advanced grammatical elements.	Sentence and paragraphs are constructed and organized with a nuanced understanding of meaning and scope. In support of that meaning, sentences are advanced in their employment of grammatical elements.
Assignment into Writers Studio	Recommend student placement into Writers Studio as rubric weighting if 50-60% or below			Exempt from Writers Studio as rubric weighting is 61% or above

Written Proficiency Assessment Rubric_SP12 update (WRI110)

	Below Basic (1 pt)	Basic (2 pts)	Proficient (3 pts)	Advanced (4 pts)
Context And Purpose (30, 30%)	Lacks a clear, unifying thesis or statement of purpose. Evidence of inability to manage essay's scope, convey a sense of purpose, address adequate context or audience needs.	Demonstrates an understanding of audience, context, and purpose via a clear, unifying thesis or statement of purpose and a construction that appropriately limits the essay's scope for the occasion.	Demonstrates a clear and active understanding of audience, context, and purpose via an insightful, unifying thesis or statement of purpose and a construction that specifically crafts the essay's scope for the occasion and author's use.	Demonstrates mastery of focus on audience, context, and purpose via an insightful, fully-integrated thesis or statement of purpose and a construction that specifically crafts the essay's scope to consistently advance the author's purpose or position.
Content Development (30, 30%)	Paragraphs lack consistent cohesion, focus, and/or connection with the thesis or purpose of the essay. Voice and/or tone are inappropriate or inconsistently applied for writing occasion.	Employs focused paragraphs directly related to thesis or purpose of the essay. Those paragraphs are logically linked and demonstrate appropriate voice and tone for the occasion	Employs focused paragraphs directly related to and building upon thesis or purpose of the essay. Those paragraphs are logically linked individually and section to section. Voice and tone specifically reinforce development of content.	Content progresses from beginning to end in a clear, powerful, and unified fashion that advances the thesis or purpose of the essay. Paragraphs are linked individually and via a variety of devices. Voice and tone powerfully reinforce development of content.
Source and Evidence (25, 25%)	Demonstrates a lack of engagement with either source material or fails to clearly articulate connection between personal experiences and point of the essay. Critical thinking unclear or absent. Lacking mastery of basic rules of attribution.	Develops and supports statements with an appropriate source material, personal experiences, and critical thinking (interpretation, analysis and evaluation). Demonstrates mastery of basic rules of attribution.	Develops and supports statements that advance essay's purpose with an appropriate balance of source material, personal experiences, and critical thinking (interpretation, analysis and evaluation). Skillfully displays a mastery of basic rules of attribution	Skillfully integrates developed statements advancing essay's purpose with source material, personal experiences, and critical thinking (interpretation, analysis and evaluation) that all works in concert. Quotes, paraphrases and allusions are included with seamless attribution.
Syntax and Mechanics (15, 15%)	Employs syntax, mechanics, and language that frequently impedes meaning due to errors in usage.	Displays ability to construct and organize sentences and paragraphs that are neither inadequate in meaning nor overwrought. In support of that meaning, sentences demonstrate an understanding of basic grammatical elements.	Displays ability to construct and organize sentences and paragraphs that go beyond adequate in meaning and scope. In support of that meaning, sentences demonstrate a fluency with advanced grammatical elements.	Sentence and paragraphs are constructed and organized with a nuanced understanding of meaning and scope. In support of that meaning, sentences are advanced in their employment of grammatical elements.
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