

APPENDIX E.

ST. RITA’S “RUBRIC FOR WRITTEN COMMUNICATION ACROSS THE CORE CURRICULUM”

This rubric was uploaded to my 2016 survey. While I saw other drafts over the course of the study, this one remained the dominant one used with “signature assignments” at St. Rita’s.

	0*	1 Insufficient	2 Developing	3 Sufficient **	4 Exemplary
<p><u>Responding to assignments</u> <i>(Writing appropriately for given situation)</i></p>		The purpose of the student work is not well defined and in general the work doesn’t respond to the assignment or prompt.	The writer might insufficiently respond to the assignment, might be needlessly repetitive, or might frequently divert from the main purpose of the assignment.	The writer consistently and directly responds to the prompt or assignment and the central purpose of the student work is clear.	The writer engages fully with the assignment or writing prompt, and fully and directly addresses elements of the assignment in an interesting way.
<p><u>Structure and Coherence</u> <i>(Sequencing and structuring elements and ideas, moving from general to specific)</i></p>		Ideas are poorly sequenced or disconnected, making it difficult to follow. Introduction or conclusion distract from the work or are missing.	Ideas are presented in an order that the audience can follow with some difficulty. Portions of the text wander, digress or are seemingly unrelated.	Ideas are presented, from introduction to body to conclusion, in a logical sequence. The reader can follow with little or no difficulty, and each element of the text is in service of the whole.	Ideas are presented in a logical, engaging, entertaining sequence. The introduction and conclusion effectively serve the purpose of the work.

	0*	1 Insufficient	2 Developing	3 Sufficient **	4 Exemplary
<p><u>Evidence and Analysis</u> <i>(Using information and evidence and citing or referring to sources accurately when appropriate)</i></p>		Accurately lists evidence from sources or experiences without a clear focus, thesis, or controlling idea.	Accurately organizes evidence with some focus, but <i>without</i> revealing significant patterns, differences, or similarities.	Accurately organizes evidence in a way that usefully reveals significant patterns, differences, or similarities.	Accurately organizes <i>and</i> synthesizes evidence usefully in order to reveal insightful patterns, differences, or similarities.
<p><u>Prose Style and Syntax</u> <i>(Managing sentences, sentence variety, and grammar)</i></p>		The work is consistently or significantly distorted by a variety of sentence-level errors: run-ons, fragments, subject-verb disagreement, etc.	While frequently error free, the work consists of one sentence type and falls into slang or dialect English. Syntactical or grammatical errors distract, distort or impede understanding.	The work includes some variety of sentence types, and generally adheres grammatically to standard written English rather than spoken English. It can be read with minimal difficulty.	The work includes a variety of sentence types (simple to compound-complex), is nearly free from grammatical errors, and is easy and engaging to read.
<p><u>Spelling, Word-Choice, Grammar, and Punctuation</u> <i>(Typos, homonyms, “text-ese” and slang)</i></p>		The reader is consistently or significantly distracted by a variety of errors.	While a variety of errors do distract from the work, it is usually clear what the author intends to say.	The writer is generally in control of language, but the readability of the work is disrupted because the writer <i>makes one or a few minor errors repeatedly.</i>	The work is free from typographical errors, and each word seems appropriate and carefully chosen.

* A score of zero (0) should be applied to any student who fails to reach all elements in the “insufficient” column.

** Gen. Ed. Capstone Goal