

# SOCIAL AND CULTURAL ANALYSIS OF EDUCATION PROGRAM

## SOPHISTICATED ACADEMIC WRITING RUBRIC

### SCORING RUBRIC:

Expectation	1-Unsatisfactory (Limited Proficiency)	2-Developing (Some Proficiency)	3-Satisfactory (Proficiency)	4-Exemplary (High Proficiency)
Thesis/Focus Originality Score:	Thesis/focus is not stated	Thesis/focus displays limited imagination	Thesis/focus displays sufficient imagination	Thesis/focus demonstrates fresh insight that challenges reader's thinking
Thesis/Focus Clarity Score:	Thesis/focus is unclear and/or has no relation to writing task	Thesis/focus is vague and/or only loosely related to writing task	Thesis/focus is clear and aligns with writing task	Thesis/focus is precisely articulated, closely aligned with the writing task, and consistently demonstrated throughout paper
Organization/ Development Score:	Organization/ development is unclear, inappropriate to thesis; no transitions are provided	Organization/ development displays an attempt at coherence; may have ineffective flow of ideas and/or abrupt shifts in argumentation	Organization/ development supports thesis/focus; transitions and sequencing of ideas display appropriate flow of ideas and transitions	Organization/ development displays substantially, logically and concretely developed ideas consistently throughout the paper; transitions are well-developed
Evidence Score:	Evidence is absent, unrelated to the thesis/focus, and/or fails to support the thesis/focus	Evidence is limited in variety or combination of sources; evidence may be used unconvincingly or inappropriately	Evidence convincingly supports the thesis/focus; evidence supports, extends and informs, but does not replace writer's own ideas	Evidence provides compelling support of thesis/focus; evidence displays synthesis of ideas from various sources
Analysis Score:	Analysis is absent and/or the writing is merely descriptive	Analysis displays an attempt at critique; may have limited evidence of synthesis of ideas; may have limited discussion of alternate perspectives	Analysis includes critique, some discussion of alternate perspectives and ample synthesis of ideas	Analysis is incisive and includes substantial critique, integration of alternate perspectives, and complex synthesis of ideas

<b>Documentation Score:</b>	Documentation does not conform to American Psychological Association (APA) formatting in text and in reference list; sources are not cited properly; absence of accurate referencing	Documentation displays inconsistent use of American Psychological Association (APA) formatting in text and in reference list; few sources are fully and properly cited; evidence and assertions may not be accurately referenced	Documentation displays consistent use of American Psychological Association (APA) formatting in text and in reference list; most sources are fully and properly cited; most evidence and assertions are accurately referenced	Documentation displays precise use of American Psychological Association (APA) formatting in text and in reference list; all sources are fully and properly cited; evidence and assertions are accurately referenced
<b>Grammar, Punctuation and Spelling Score:</b>	Little to no evidence of mechanical competency	Inconsistent use of correct grammar, punctuation and spelling; limited evidence of mechanical competency	Consistent use of correct grammar, punctuation and spelling	Precise use of correct grammar, punctuation and spelling

**Total Score:**

### LEGEND

<b>Total Points</b>	<b>College of Education Assessment Scale Equivalent</b>
<b>25-28</b>	<b>4 (Exceeds Expectations)</b>
<b>18-24</b>	<b>3 (Meets Expectations)</b>
<b>11-17</b>	<b>2 (Meets Some Expectations)</b>
<b>4-10</b>	<b>1 (Does Not Meet Expectations)</b>
<b>0-3</b>	<b>0 (Can't Score)</b>

**rules for discussion**

A. Write a substantive response to one prompt, and then respond to at least three other student postings.

B. When writing a substantive response be sure to ruminate about the topic in-depth or ruminate about a new, related idea; tell about your experiences related to the topic in story form; and reference your ideas from sources within or from outside the class readings.

Criteria	4	3	2	1	notes
Rumination	Posed a new idea or developed an opinion in depth	Opinion stated clearly	Opinion not clearly stated	Little or no evidence of rumination	
Storytelling	Provided vivid personal examples or story to give context to the topic	Provided personal examples or story related to the topic	No use of personal examples or story	Unrelated personal examples or story—Off topic	
Evocative	<del>Evocative</del> Justified reasoning or use of metaphorical thinking that encouraged responses	Interesting idea or metaphor posed with some justification	Argument without justified reason	Uninteresting ideas pose no responses	
Reference, resource	Appropriately cited relevant ideas beyond the assigned readings	Appropriate referenced class lectures, notes, material, or readings	No citation or references	Inaccurate citation or misapplied reference	

*Adapted with permission of Paul Boyd-Batstone from*

*Online postings discourse functions rubric (Larson et al., 2005)*

# Checklist of Common Suggestions

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## Content / Clarity

- Be sure to focus on the question that is asked; avoid straying from question.
- Make sure **arguments** are supported and logical.
- Phrase claims to say what you can really support; avoid **over-generalizations**.
- Be specific; avoid very broad sentences that don't advance essay.
- Check sentences for **clarity**.
- Avoid **dangling modifiers**.
- Use a strong **introduction**; avoid using a weak introduction.
- Use a strong **conclusion**; avoid using a weak conclusion.

## Mechanics

- Break **run-on sentences** into smaller sentences or use a semicolon if appropriate.
- Use complete sentences rather than **sentence fragments**.
- Check **punctuation**.
- Use **plurals** and **possessives** properly; use " 's " for possessives, not for plurals.
- Use **capitalization** properly.
- Check word **usage**.
- Check **subject / verb agreement**.
- Use a **consistent verb tense** if appropriate.
- Check **spelling**.
- Make sure it is clear what a **pronoun** refers to.
- Use **parallel structure**.
- Avoid starting a sentence with "But" or "Although" followed by a comma; the solution is often to use "However,"
- **Indent** paragraphs.

For more information, try checking the terms in bold on a web resource such as <http://owl.english.purdue.edu/>, or see the instructor.