

Writing Rubric Kin 100W

CATEGORY	Excellent	Proficient	Approaching Proficiency	Not Proficient
<p>Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and requirements of the assignment</i></p> <p>Additional points will be deducted for not meeting the required number of paragraphs.</p>	<p>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</p> <ul style="list-style-type: none"> • Writes in an academic tone • Responds to all requirements of assignment <p>For Literature Review and Problem Statement:</p> <ul style="list-style-type: none"> • Introduction includes narrative hook, problem statement, background, description of at least 3 topics, and thesis <p>For Literature Review:</p> <ul style="list-style-type: none"> • Each topic described in introduction is analyzed. There are at least 3 topic sections. Topics are discussed in the same order as in introduction. • Each topic section has at least 3 subsections. 	<p>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).</p> <ul style="list-style-type: none"> • 1 use of nonacademic tone • Responds to most requirements of assignment <p>For Literature Review and Problem Statement:</p> <ul style="list-style-type: none"> • Introduction missing 1 of the following: narrative hook, problem statement, background, description of topics, or thesis statement <p>For Literature Review:</p> <ul style="list-style-type: none"> • Each topic described in introduction is analyzed. There are at least 3 topic sections, but topics are in different order than presented in introduction. • 1 subsection is missing. 	<p>Demonstrates some awareness of context, audience, purpose, and the assigned tasks(s).</p> <ul style="list-style-type: none"> • 2 uses of nonacademic tone • Responds to some requirements of assignment <p>For Literature Review and Problem Statement:</p> <ul style="list-style-type: none"> • Introduction missing 2 of the following: narrative hook, problem statement, background, description of topics, or thesis statement <p>For Literature Review:</p> <ul style="list-style-type: none"> • 1 topic described in introduction is not analyzed. • 2 subsections are missing. • 2 subtopics are not introduced in the topic paragraph 	<p>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s).</p> <p>3 nonacademic tone</p> <ul style="list-style-type: none"> • Responds to a few of the requirements • For Literature Review and Problem Statement: • Introduction missing 3 of the following: narrative hook, problem statement, background, description of topics, or thesis * <p>For Literature Review:</p> <ul style="list-style-type: none"> • 2 topics described in introduction are not analyzed.* • 3 subsections are missing.* • 3 subtopics are not introduced in the topic paragraph* • 3 topic or subtopic paragraphs are missing.* • Discussion is missing. • Conclusion is missing.

*Having more than 3 of these errors will result in additional points being deducted.

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	<ul style="list-style-type: none"> • Subtopics are introduced in the topic paragraph • Aspects of each topic and subtopic are addressed, with the assigned number of paragraphs in each section and subsection • Discussion summarizes and analyses topics and subtopics. • Conclusion is clearly based on thesis. • Effective closing statement 	<ul style="list-style-type: none"> • 1 subtopic is not introduced in its topic paragraph • 1 topic or subtopic paragraph is missing. • Discussion summarizes and analyses some topics and subtopics; no new material • Conclusion relates to thesis. • Somewhat effective closing statement 	<ul style="list-style-type: none"> • 2 topic or subtopic paragraphs are missing. • Discussion summarizes and analyses a few topics and subtopics or contains new material • Conclusion is not based on thesis. Ineffective closing statement 	<ul style="list-style-type: none"> • No closing statement
<p>Genre and Disciplinary Conventions</p> <p><i>Formal and informal rules inherent in the expectations for writing in particular forms and in APA style.</i></p> <p>Additional</p>	<p>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to APA style and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices</p> <ul style="list-style-type: none"> • Effectively organizes information into coherent paragraphs. • Each paragraph contains at least 4 sentences. • Uses past tense for in-text 	<p>Demonstrates mostly consistent use of important conventions particular to APA style and/or writing task(s), including organization, content, presentation, and stylistic choices</p> <ul style="list-style-type: none"> • 1 paragraph is too long (contains 2 or more main ideas) or is too short (should be combined with another paragraph because it contains the same main 	<p>Minimally follows expectations appropriate to APA style and/or writing task(s) for basic organization, content, and presentation</p> <ul style="list-style-type: none"> • 2 paragraphs are too long or too short. • 2 paragraphs do not contain at least 4 sentences. • 2 instances of not using past tense for in-text citations • Title and 1 heading or 2 	<p>Attempts to use a consistent system for basic organization and presentation.</p> <ul style="list-style-type: none"> • 3 paragraphs are too long or too short.* • 3 paragraphs do not contain at least 4 sentences.* • 3 instances of not using past tense for in-text citations* • Title and 2 headings or 3 headings do not comply with APA format. *

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<p>points will be deducted for not having the required number of sentences.</p>	<p>citations</p> <ul style="list-style-type: none"> • Title and headings comply with APA format. • Page numbers are in APA format. • Running head is in APA format • Writes in 3rd person. • Consistently demonstrates economy of expression: <ul style="list-style-type: none"> ○ no redundancy ○ no wordiness, ○ no jargon, slang, or colloquialism ○ no anthropomorphism ○ no awkward wording ○ no evasiveness or circumlocution • No use of biased language 	<p>idea).</p> <ul style="list-style-type: none"> • 1 paragraph does not contain at least 4 sentences. • 1 instance of not using past tense for in-text citations • Title or 1 heading does not comply with APA. • There are page numbers, but they are not all in APA format. • 1 mistake in running head • 1 inappropriate use of 1st or 2nd person • Usually demonstrates economy of expression: <ul style="list-style-type: none"> ○ 1 redundancy ○ 1 wordiness ○ 1 jargon, slang, or colloquialism ○ 1 anthropomorphism ○ 1 awkward wording ○ 1 evasiveness or circumlocution • 1 use of biased language 	<p>headings do not comply with APA format.</p> <ul style="list-style-type: none"> • There are some page numbers, but they are not in APA format. • 2 mistakes in running head • 2 inappropriate uses of 1st or 2nd person • Sometimes demonstrates economy of expression: <ul style="list-style-type: none"> ○ 2 redundancies ○ 2 wordiness ○ 2 uses of jargon, slang, or colloquialism ○ 2 anthropomorphisms ○ 2 awkward wordings ○ 2 evasivenesses or circumlocutions • 2 uses of biased language 	<ul style="list-style-type: none"> • No page numbers • No running head or 3 mistakes in running head* • 3 inappropriate uses of 1st or 2nd person* • Seldom demonstrates economy of expression: <ul style="list-style-type: none"> ○ 3 redundancies* ○ 3 wordiness* ○ 3 uses of jargon, slang, or colloquialism* ○ 3 anthropomorphisms* ○ 3 awkward wordings* ○ 3 evasivenesses or circumlocutions* • 3 uses of biased language*
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<p>Control of Syntax and Mechanics</p> <p><i>Clarity, Grammar, Spelling, Punctuation, and Mechanics</i></p>	<p>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.</p> <ul style="list-style-type: none"> • Writing is clear. • No run-on sentences • No incomplete sentences • No mixed construction • Presents parallel ideas in parallel or coordinate form (parallel construction). • No spelling, hyphenation, grammar, punctuation, number, or other mechanics errors 	<p>Uses straightforward language that generally conveys meaning to readers. The language has a few errors.</p> <ul style="list-style-type: none"> • Most writing is clear. • 1 run-on sentence • 1 incomplete sentence • 1 instance of parallel ideas not in parallel or coordinate form (parallel construction) • 1 mixed construction • 1 spelling, hyphenation, grammar, punctuation, number, or other mechanics error per page 	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</p> <ul style="list-style-type: none"> • Some writing is clear. • 2 run-on sentences • 2 incomplete sentences • 2 instances of parallel ideas not in parallel or coordinate form (parallel construction) • 2 mixed constructions • 2 spelling, hyphenation, grammar, punctuation, number, or other mechanics errors per page 	<p>Uses language that sometimes impedes meaning because of errors in usage.</p> <ul style="list-style-type: none"> • Writing is not clear. • 3 run-on sentences* • 3 incomplete sentences* • 3 instances of parallel ideas not in parallel or coordinate form* • 3 mixed constructions* • 3 spelling, hyphenation, grammar, punctuation, number, or other mechanics errors per page
<p>Content Development</p>	<p>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work.</p> <ul style="list-style-type: none"> • Thesis is focused, 	<p>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and to shape the whole work.</p> <ul style="list-style-type: none"> • Thesis is not focused, or not thoughtful, or not 	<p>Uses appropriate and relevant content to develop and explore ideas through most of the work.</p> <ul style="list-style-type: none"> • Thesis is not focused and thoughtful, or not focused and challenging, 	<p>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</p> <ul style="list-style-type: none"> • Thesis is not present, or thesis is not

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	<p>thoughtful, and challenging.</p> <ul style="list-style-type: none"> • Thesis is well constructed and relates independent and dependent variables • Information clearly relates to the thesis • Builds argument effectively • All claims are supported by citations to relevant and credible sources. • Smoothly synthesizes, balances, and critically evaluates sources. • Integrates student’s voice with source material • Creates coherent flow of ideas. • All sentences are logical and meaningful. • Consistently demonstrates continuity in presentation of ideas • Consistently achieves smoothness of expression • Writing is precise • All statements are accurate • Provides supporting details 	<p>challenging.</p> <ul style="list-style-type: none"> • Thesis relates independent and dependent variables, but it is not well constructed. • Information mostly relates to the thesis • Argument is slightly less effective • 1 claim is not supported by citations to relevant and credible sources. • Synthesizes, balances, and critically evaluates sources. • Usually integrates student’s voice with source material • Usually creates coherent flow of ideas. • 1 sentence is not logical or meaningful. • Usually demonstrates continuity in presentation of ideas • Usually achieves smoothness of expression • One imprecision • 1 statement is not accurate 	<p>or not thoughtful and challenging.</p> <ul style="list-style-type: none"> • Thesis does not relate independent and dependent variables. • Information sometimes relates to the thesis • Argument is not constructed very well • 2 claims are not supported by citations to relevant and credible sources. • Somewhat synthesizes, balances, and critically evaluates sources. • Sometimes integrates student’s voice with source material • Sometimes creates coherent flow ideas. • 2 sentences are not logical or meaningful. • Sometimes demonstrates continuity in presentation of ideas • Sometimes achieves smoothness of expression • 2 imprecisions 	<p>focused, thoughtful, and challenging.</p> <ul style="list-style-type: none"> • Thesis is unclear. • Information seldom relates to the thesis • Argument is poorly constructed • 3 claims are not supported by citations to relevant/credible sources.* • Does not synthesize, balance, or critically evaluate sources. • Does not integrate student’s voice with source material • Does not create coherent flow of ideas. • 3 sentences are not logical or meaningful.* • Seldom demonstrates continuity • Seldom achieves smoothness
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	<p>and/or examples to explain each idea</p> <ul style="list-style-type: none"> • Develops each topic that is presented in the introduction • Competently describes the complexity of the topics • Competently addresses diversity 	<ul style="list-style-type: none"> • Provides some supporting details and/or examples to explain most ideas • Develops most topics that are presented in the introduction; somewhat develops the remainder, or 1 topic is not introduced • Adequately describes the complexity of the topics • Adequately addresses diversity 	<ul style="list-style-type: none"> • 2 inaccuracies • Provides some supporting details and/or examples to explain some ideas • Somewhat develops each topic that is presented in the introduction, or 2 topics are not introduced • Somewhat describes the complexity of the topics • Somewhat addresses diversity 	<ul style="list-style-type: none"> • 3 imprecisions* • 3 inaccuracies* • Provides a few supporting details and/or examples to explain some ideas • Doesn't develop all of the topics that are presented in the introduction, or 3 topics are not introduced • Description of topics is at a basic level • Does not address or incompetently addresses diversity
<p>Sources and Evidence</p> <p>Additional points will be deducted if assigned number and/or types of sources are not used.</p> <p>Additional</p>	<p>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</p> <ul style="list-style-type: none"> • No plagiarism • Smoothly incorporates appropriate information from assigned types and number of sources. • Uses sources very 	<p>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</p> <ul style="list-style-type: none"> • No more than 1% plagiarism • Incorporates information from assigned types and number of sources • Uses sources effectively 	<p>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</p> <ul style="list-style-type: none"> • No more than 3% plagiarism • Sources are not incorporated appropriately, or assigned number and/or 	<p>Demonstrates an attempt to use sources to support ideas in the writing.</p> <ul style="list-style-type: none"> • More than 3% plagiarism • Sources are not incorporated appropriately, and assigned number and/or types of sources are not used.

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<p>points will be deducted for plagiarism.</p>	<p>effectively</p> <ul style="list-style-type: none"> • Limits direct quotations to only most important ideas or words. • Authors are in APA format in all citations in the text. • Dates are in APA format in all citations in the text. • Punctuation is in APA format in all citations in the text. • All exact quotes are within quotations marks and are followed by the page number; or if no page number, by the paragraph number; or if no paragraph number, by the section heading and number of paragraph in APA format. • All lines of exact quotes of 40 words or more are indented, without quotation marks, with page number, paragraph number, or section and paragraph number in parentheses after the ending punctuation. • Capitalization in all reference list entries is in 	<ul style="list-style-type: none"> • Usually limits direct quotations to only most important ideas or words. • 1 in-text citation does not have author(s) in correct format. • 1 in-text citation does not have the date in correct format. • 1 in-text citation is not punctuated in APA format. • 1 exact quote does not have the page number, paragraph number, or section and paragraph number in APA format. • 1 exact quote of 40 words or more is not in APA format. • Capitalization in 1 reference list entry is not in APA format. • Use of italics in 1 reference list entry is not in APA format. • Punctuation in 1 reference list entry is not in APA format. 	<p>types of sources are not used.</p> <ul style="list-style-type: none"> • Uses sources somewhat effectively • Some overuse of direct quotations • 2 in-text citations do not have author(s) in correct format. • 2 in-text citations do not have the date in correct format. • 2 in-text citations are not punctuated in APA format. • 2 exact quotes do not have the page number, paragraph number, or section and paragraph number in APA format, or there are 2 mistakes in a direct quote format. • 2 exact quotes of 40 words or more are not in APA format, or there are 2 mistakes in format. • Capitalization in 2 reference list entries is not in APA format. 	<ul style="list-style-type: none"> • Uses sources ineffectively • Overuses direct quotations • 3 in-text citations do not have author(s) in correct format.* • 3 in-text citations do not have the date in correct format.* • 3 in-text citations are not punctuated in APA format.* • 3 exact quotes do not have the page number, paragraph number, or section and paragraph number in APA format.* • 3 exact quotes of 40 words or more are not in APA format, or there are 3 mistakes in a direct quote format, or there are 3 mistakes in format.* • Capitalization in 3
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	<p>APA format.</p> <ul style="list-style-type: none"> • Use of italics in all reference list entries is in APA format. • Punctuation in all reference list entries is in APA format. • Retrieval information in all reference list entries is in APA format and is correct. • There are no other errors in any reference list entry. • All sources cited in the text are in the reference list. • All sources in the reference list are cited in the text. • Reference list entries are in alphabetical order; each entry has hanging indent. • All sources are credible and relevant. 	<ul style="list-style-type: none"> • Retrieval information in 1 reference list entry is not in APA format or is incorrect. • There is 1 other error in a reference list entry. • 1 source cited in text is missing in reference list. • 1 source in the reference list is not cited in the text. • 1 or 2 entries in reference list are not in alphabetical order <i>or</i> one or two entries do not have hanging indent. • Most sources are credible and relevant. 	<ul style="list-style-type: none"> • Use of italics in 2 reference list entries is not in APA format. • Punctuation in 2 reference list entries is not in APA format. • Retrieval information in 2 reference list entries is not in APA format or is incorrect • There are 2 other errors in reference list entries. • 2 sources cited in text are missing in reference list. • 2 sources in the reference list are not cited in the text. • Reference list is not in alphabetical order <i>or</i> entries do not have hanging indent. • Some sources are credible and relevant. 	<p>reference list entries is not in APA format.*</p> <ul style="list-style-type: none"> • Use of italics in 3 reference list entries is not in APA format.* • Punctuation in 3 reference entries is not in APA format.* • Retrieval info in 3 reference list entries is not in APA format or is incorrect.* • There are 3 other errors in reference list entries.* • 3 sources cited in text are missing in reference list. • 3 sources in the reference list are not cited in the text.* • Reference list is not in alphabetical order <i>and</i> entries do not have hanging indent. • Few sources are credible & relevant.
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