

FAU Writing Across the Curriculum Student Writing Assessment Rubric: 4-Point Primary Traits

*Please mark the appropriate number following each primary trait.*

4) Evidence	Seamlessly incorporates and explains the accuracy and relevance of data/evidence/ visuals; offers evidence from a <b>variety</b> of sources, <b>including</b> counterarguments/contrary evidence.	Incorporates and examines data/ evidence/ visuals; offers evidence from <b>some</b> sources, <b>including some</b> counterarguments/ contrary evidence.	Incorporates data/ evidence/ visuals <b>without</b> much explanation, and offers <b>limited</b> evidence or counterarguments/ contrary evidence.	Incorporates <b>little or no</b> data/evidence/visuals <b>nor corresponding explanation</b> , and <b>fails</b> to address counterarguments/ contrary evidence.	Not an argument driven paper.
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**ORGANIZATION AND STRUCTURE:**  
**5) rhetorical structure:** *transitions, headers, bullets, and other structural indicators appropriate to the discipline*

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate	0. Discard Paper
5) rhetorical structure	Complete and <b>precise</b> use of transitions; <b>clearly displays</b> the logical progression of the paper, lending coherence to the whole.	<b>General</b> use of transitions; <b>lends a sense</b> of progression and coherence.	<b>Some</b> or formulaic transitions; provides <b>little or no</b> sense of direction.	Transitions and sense of progression are <b>absent</b> .	Not an argument driven paper.

**CONCLUSION:**  
**6) implications and consequences:** *importance of claims and future possibilities in conclusion*

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate	0. Discard Paper
6) Implications and consequences	<b>Identifies, discusses, and extends</b> conclusions, implications, consequences, and/or future research possibilities. Considers context, assumptions, data, and evidence.	Identifies <b>some</b> implications, <b>some</b> consequences, and/or <b>some</b> future research possibilities.	Simply <b>restates</b> argument with <b>little or no</b> reflection on implications or consequences.	<b>Fails</b> to identify conclusions, implications or consequences.	Not an argument driven paper.

**DISCIPLINARY CONCERNS:**  
**7) academic tone:** *specialized terms and concepts*  
**8) disciplinary conventions:** *document format (not including citations)*  
**9) presentation and citation format:** *in-text citations, works cited, bibliography, references*

	4. Extremely Effective	3. Effective	2. Adequate	1. Inadequate	0. Discard Paper

7) *academic  
tone*

Tone is **mature, consistent, and suitable** for topic and audience. **Uses** specialized terms **accurately and consistently**.

Tone is **usually** appropriate. Specialized terms **usually used, often consistently**.

Tone **may** have **inconsistencies** in tense and person and **may lapse** at times to colloquial discourse. Specialized terms, if present, are **used superficially**. Tone is **superficial and stereotypical; oral** rather