

<b>CDES WRITING RUBRIC</b>	<b>PROFICIENT (5) (superior) (90%-100%)</b>	<b>EFFECTIVE (4) (good or better) (80%-89%)</b>	<b>ADEQUATE (3) (less than good, not below average) (70%-79%)</b>	<b>POOR (2) (less than average) (51%-69%)</b>	<b>INADEQUATE (1) (Significantly less than average) (0-50%)</b>
<b>ORGANIZATION</b> <b>Clarity of structure:</b> <b>1. Introduction</b> <b>2. Thesis</b> <b>3. Body</b> <b>4. Conclusion</b> <b>5. Transitions</b>	<i>Writing is presented in a very clear manner with all of the major &amp; minor structural aspects in place: Intro (compelling opening, clear and relevant thesis); Body (distinct main points of analysis); Conclusion (useful review and meaningful closing); transitions provide insight and/or are used consistently. Overall, it is very easy for the reader to follow and understand the writing.</i>	<i>Writing is presented in a clear manner with most of the major &amp; minor structural aspects: Intro (good opening, clear thesis); Body (distinct main points of analysis); Conclusion (review and meaningful closing, no new direction); Transitions provide insight and/or are used consistently most of the times. Overall, it is easy for the reader to follow and understand the writing.</i>	<i>Writing is mostly presented in a clear manner with most of the main structural aspects, some smaller structural elements, where some aspects are better than others: Intro (provides a direction and/or thesis); Body (main points &amp; sub-points are identifiable); Conclusion (provides some closing to the paper); Transitions are used but inconsistently or are highly mechanical. Overall, the reader can basically follow and understand most of the writing.</i>	<i>Writing is rarely presented in a clear manner with only a few structural aspects in place: Intro (provides a confusing direction and/or thesis); Body (main points &amp; sub-points are hard to identify identifiable); Conclusion (provides some closing to the paper); Transitions are rarely used. Overall, the reader has some difficulty in following and understanding most of the writing.</i>	<i>Writing is not presented in a clear manner, lacks main and or minor structural aspects, or those included do not assist the reader. Intro (lacks a direction); Body (main points &amp; sub-points are blurred together); Conclusion (lacks closure); Transitions are not used. Overall, the reader has great difficulty in following and understanding the writing.</i>
<b>CONTENT</b> <b>Substance &amp; Discussion:</b> <b>1. Development of ideas</b> <b>2. Quality of critical analysis</b>	<i>The content included is relevant to the thesis, consistently good quality, thoughtful and/or well reasoned. Explanations and/or examples are more than sufficient, logical, meaningful and/or appropriately creative. Overall, content is used consistently to elevate the level of discussion.</i>	<i>The content included is mostly relevant to the thesis, overall good quality, thoughtful and/or well reasoned. Explanations and/or examples are more than sufficient, logical, meaningful and/or appropriately creative. Overall, content is used to elevate the level of discussion.</i>	<i>The content included is mostly relevant to the thesis, has a basic and possibly inconsistent quality. Main points, explanations and/or examples are minimally sufficient, logical, and/or appropriate. Overall, content is used to progress the discussion.</i>	<i>The content included is rarely relevant to the thesis, has a basic and possibly inconsistent quality. Main points, explanations and/or examples are minimally sufficient, logical, and/or appropriate. Overall, content is rarely used to progress the discussion.</i>	<i>The content included is not relevant to the thesis and/or has an inconsistent quality. Main points, explanations and/or examples are often not sufficient, logical, and/or appropriate. Overall content fails to progress the discussion.</i>

<b>RESEARCH</b> <b>1. Methodology</b> <b>2. Discussion of sources</b>	Sources are used wisely to guide one's discussion. Research meets or exceeds expectations (quality & quantity), is clearly understood and accurate.	Sources are used to guide one's discussion. Research meets expectations (quality & quantity), is understood and accurate.	Some sources are used to guide one's discussion. Research meets minimum expectations (quality & quantity), is understood at a basic level.	Very little sources are used to guide one's discussion. Research barely meets minimum expectations (quality & quantity), is hardly understood at a basic level.	Very little or no sources are used to guide one's discussion. Research fails to meet minimum expectations (quality and/or quantity), is not clearly understood.
<b>ENGLISH PROFICIENCY</b> <b>1. Spelling</b> <b>2. Mechanics</b> <b>3. Word choice</b> <b>4. Paragraph &amp; sentence structure</b>	Grammar, punctuation and spelling are well executed; the paper shows an excellent vocabulary with minimal or no errors. Paragraph and sentence structures are well developed, enhance readability, flow very well and logically.	Grammar, punctuation and spelling are well executed; the paper shows a good vocabulary with minimal errors. Paragraph and sentence structures are adequately developed, enhance readability, flow well and logically.	Grammar, punctuation and spelling show basic competence, there is some good but inconsistent use of vocabulary with more than a few errors. Paragraph and sentence structures have a basic flow but may lack consistency and occasionally inhibit readability.	Grammar, punctuation and spelling show poor competence, there is some inconsistent use of vocabulary with consistent errors. Paragraph and sentence structures show poor flow, lack consistency, and occasionally inhibit readability.	Grammar, punctuation and spelling lack competence, vocabulary needs improvement and/or there are too many errors. Paragraph and sentence structure lack flow and often inhibit readability.
<b>BILIOGRAPHY &amp; CITATION STYLE (APA)</b>	APA style is followed correctly and consistently. The bibliography contains all the sources required (or more), and such sources greatly contribute to the author's discussion.	APA style is followed correctly and consistently, with a few errors in source citation style and reference format. The bibliography contains all the sources required, and such sources contribute to the author's discussion. <i>Errors are more mechanical (punctuation) than substantial (missing required information).</i>	APA style is followed but with some inconsistency (less rather than more), with more than a few errors in source citation style and reference format. The bibliography contains all the sources required, but the sources are not very relevant. <i>Errors are mostly mechanical (punctuation) with some substantial (missing required information).</i>	APA style is followed but with great inconsistency (less rather than more), with more than a few errors in source citation style and reference format. The bibliography misses a few sources. <i>Errors are mechanical (punctuation) and also include some substantial (consistently missing required information).</i>	APA style is not followed correctly, there are too many errors repeated in source citation style and reference format. The bibliography misses most or all the sources required. <i>Errors are mechanical (punctuation) and substantial (missing required information).</i>

Name: \_\_\_\_\_

Course/section: \_\_\_\_\_

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<b>ORGANIZATION</b> Clarity of structure (Introduction, Thesis Body, Conclusion, Transitions)	<input type="checkbox"/> Intro/Thesis <input type="checkbox"/> Body <input type="checkbox"/> Conclusion <input type="checkbox"/> Transitions	<input type="checkbox"/> Intro/Thesis <input type="checkbox"/> Body <input type="checkbox"/> Conclusion <input type="checkbox"/> Transitions	<input type="checkbox"/> Intro/ Thesis <input type="checkbox"/> Body <input type="checkbox"/> Conclusion <input type="checkbox"/> Transitions	<input type="checkbox"/> Intro/Thesis <input type="checkbox"/> Body <input type="checkbox"/> Conclusion <input type="checkbox"/> Transitions	<input type="checkbox"/> Intro/Thesis <input type="checkbox"/> Body <input type="checkbox"/> Conclusion <input type="checkbox"/> Transitions	
<b>CONTENT</b> Substance & Discussion: (Development of ideas, quality of critical analysis)	<input type="checkbox"/> Development of ideas (on the basis of the paper's argument) <input type="checkbox"/> Quality of critical analysis	<input type="checkbox"/> Development of ideas (on the basis of the paper's argument) <input type="checkbox"/> Quality of critical analysis	<input type="checkbox"/> Development of ideas (on the basis of the paper's argument) <input type="checkbox"/> Quality of critical analysis	<input type="checkbox"/> Development of ideas (on the basis of the paper's argument) <input type="checkbox"/> Quality of critical analysis	<input type="checkbox"/> Development of ideas (on the basis of the paper's argument) <input type="checkbox"/> Quality of critical analysis	
<b>RESEARCH</b> Methodology Discussion of sources	<input type="checkbox"/> Discussion of sources					
<b>ENGLISH PROFICIENCY</b> (Spelling, mechanics, word choice, paragraph & sentence structure)	<input type="checkbox"/> Spelling <input type="checkbox"/> Mechanics <input type="checkbox"/> Word choice <input type="checkbox"/> Paragraph & sentence structure	<input type="checkbox"/> Spelling <input type="checkbox"/> Mechanics <input type="checkbox"/> Word choice <input type="checkbox"/> Paragraph & sentence structure	<input type="checkbox"/> Spelling <input type="checkbox"/> Mechanics <input type="checkbox"/> Word choice <input type="checkbox"/> Paragraph & sentence structure	<input type="checkbox"/> Spelling <input type="checkbox"/> Mechanics <input type="checkbox"/> Word choice <input type="checkbox"/> Paragraph & sentence structure	<input type="checkbox"/> Spelling <input type="checkbox"/> Mechanics <input type="checkbox"/> Word choice <input type="checkbox"/> Paragraph & sentence structure	
<b>BILIOGRAPHY &amp; CITATION STYLE</b> (APA)	<input type="checkbox"/> Quality & Quantity of Sources <input type="checkbox"/> Citation Style	<input type="checkbox"/> Quality & Quantity of Sources <input type="checkbox"/> Citation Style	<input type="checkbox"/> Quality & Quantity of Sources <input type="checkbox"/> Citation Style	<input type="checkbox"/> Quality & Quantity of Sources <input type="checkbox"/> Citation Style	<input type="checkbox"/> Quality & Quantity of Sources <input type="checkbox"/> Citation Style	
<b>COMMENTS:</b>						<b>OVERALL TOTAL</b>