DEPARTMENT OF MATHEMATICS & STATISTICS, MS IN MATHEMATICS EDUCATION
Rubric for Initial Writing Assessment

	UNACCEPTABLE/LITTLE TO NO EVIDENCE 1	PARTIAL/INCONSISTENT 2	ACCEPTABLE/MOSTLY CONSISTENT 3	EXCEPTIONAL/CONSISTENT 4
GRAD STUDIES ACCEPTANCE[1]:	**Deny**	**Conditionally Classified[1]**	**Classified[1]**	**Advanced[2]**
Presentation of Ideas	Ideas are unclear or unsupported.	Some ideas lack clarity and/or support.	Ideas are clear and claims are supported by research and/or theory.	Ideas are clear and presented convincingly with an intense, in-depth, exploration of the topic, with claims that are supported by research and/or theory.
Organization	Structure of the paper distracts the reader from the content. Thesis is not evident. Thoughts are not ordered logically.	Structure of the paper includes a thesis, but it is not easily identifiable. Thoughts are ordered logically, both at paragraph and sentence levels.	Structure of the paper has a thesis that is identifiable and moves the reader through the text. Thoughts ordered logically, both at paragraph and sentence levels.	Structure of the paper has a clear thesis that is identifiable, compelling, and moves the reader purposefully through the text. Smooth transitions, with thoughts ordered logically, both at paragraph and sentence levels.
Use of Evidence	Student incorrectly interprets, summarizes, and demonstrates comprehension of most statements, graphs, questions, etc. **_OR_** misinterpretation is due to bias.	Student demonstrates comprehension of most statements, graphs, questions, etc. but misinterprets* ideas. *Misinterpretation is _NOT_ due to bias.	Ideas are developed and supported through interpretation, analysis and evaluation of data or other forms of evidence.	Ideas are well-developed and supported through accurate interpretation, thorough analysis and careful evaluation of data or other forms of evidence.
Quality of Evidence	Evidence is minimal and does not support claims.	Evidence cited is minimal and/or not credible, outdated, and/or biased.	Student cites appropriate and adequate academic evidence to support claims.	Student cites current, relevant and appropriate academic evidence to support claims. Evidence is compelling, drawing from a variety of sources.

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Conclusion	Conclusion is not evident or is missing.	Conclusion is unwarranted or fallacious. May introduce new ideas or include evidence that should have been introduced earlier.	A well-reasoned conclusion that follows logically from the evidence is presented and serves to summarize the main points of the paper.	Conclusion is well-reasoned, compelling and follows logically from the evidence presented. Conclusion serves to summarize, make connections, provide insights, and suggests broader implications.
Mechanics	Writing lacks proper sentence structure. There are consistent errors with mechanics: spelling, punctuation, grammar (more than a few errors per page). Errors interfere with the reader's understanding of the content.	Student inconsistently uses proper sentence structure and inconsistently writes with appropriate mechanics: spelling, punctuation, grammar (a few errors per page). Errors distract from the content, but do not interfere with the reader's understanding.	Student uses proper sentence structure with few errors and writes with appropriate mechanics: spelling, punctuation, grammar (a few errors in the document).	Student consistently uses proper sentence structure and consistently writes with appropriate mechanics: spelling, punctuation, grammar (no errors).
APA Style, Citations, and References	Student does not use proper APA style, in text citations, end of document references, **_OR_** alignment of the two.	Student consistently uses proper APA style in one of the following ways: in text citations **_OR_** end of document references.	Student consistently uses APA style in 2 of the following ways: in text citations, end of document references, **_OR_** alignment of the two.	Student consistently uses APA style in the following 3 ways: in text citations, end of document references, **_AND_** alignment of the two.

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[1]Initial Writing Assessment: **Student must earn at least 21 points for admission ("Classified") to program (pending GPA review).**

Student must earn at least 17 points for conditional admission ("Conditionally Classified") to program (pending GPA review). Conditional Classified status requires additional work by the student early in the program in order to achieve Classified status.

[2]Advancement to Candidacy: **Student must earn at least 24 points for advancement ("Candidate") to candidacy.**