SCHOOL OF EDUCATION MASTERS IN EDUCATION PROGRAM
Writing Rubric

	0	1	2	3	4
Presentation of Ideas	Ideas are unclear or unsupported.	Some ideas lack clarity and/or support.	Ideas are clear and some are supported by research and/or theory.	Ideas are clear and claims are supported by research and/or theory.	Level 3 plus ideas and claims presented convincingly with an intense, in-depth, exploration.
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. Some thoughts are ordered logically at either the paragraph or sentence level.	Structure of the paper includes a thesis that is identifiable. Most thoughts are ordered logically at the paragraph or sentence level.	Structure of the paper has thesis that is identifiable and gives the writing coherence. Thoughts ordered logically, both at paragraph and sentence levels.	Level 3 plus organization of content moves the reader purposefully through the text in support of the thesis.
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 forms of evidence used (e.g. statements, graphs, questions, etc.) but may *misinterpret** Ideas **Misinterpretation is <u>NOT</u> due to bias.*	Student demonstrates comprehension of all forms of evidence used and interprets evidence correctly.	Ideas are supported through interpretation, analysis and evaluation of data or other forms of evidence.	Level 3 plus use of evidence is thorough, accurate, and directly supports ideas/thesis.
Quality of Evidence	Evidence is minimal and does not support claims.	Evidence cited is minimal and/or not credible, outdated and/or biased.	Evidence cited is credible, yet may be inadequate to support claims	Student cites appropriate and adequate academic evidence to support claims.	Level 3 plus evidence is compelling, relevant, and draws from a variety of sources.
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.	Conclusion serves as a logical ending or summary of the main points of the paper.	Conclusion is well reasoned, follows logically from the evidence presented, and serves to summarize the main points of the paper.	Level 3 plus conclusion makes connections, provides insights, and suggests broader implications.

Mechanics	Writing lacks proper sentence structure. There are consistent errors with mechanics: spelling, punctuation, or grammar (more than a few errors per page). Errors interfere with the reader's understanding of the content.	Inconsistent use of proper sentence structure and appropriate mechanics: spelling, punctuation, or grammar (a few errors per page). Errors distract from the content, but do not interfere with the reader's understanding.	Mostly consistent use of proper sentence structure, appropriate mechanics, spelling, punctuation, or grammar (several errors in the document). Errors do not distract from the content and do not interfere with the reader's understanding.	Consistent use of proper sentence structure, appropriate mechanics: spelling, punctuation, or grammar (a few errors in the document).	Level 3 plus the writing is essentially error-free.
APA Style, Citations, and References	Writing does not demonstrate proper APA style.	Writing inconsistently demonstrates APA style, including in-text citations and/or end of document references.	Writing mostly uses proper APA style including intext citations and end of document references.	Writing consistently demonstrates APA style, with in-text citations, end-of-document references and alignment of the two.	Level 3 plus writing includes all aspects of reference citation (i.e., quotes, page numbers, capitalization, style, and punctuation) .

Initial Writing Assessment

- Student must earn at least 10 points for *conditional* admission ("Conditionally Classified") to the MA in Education program (pending GPA review). Conditional Classified status requires additional work by the student early in the program in order to achieve Classified status and be formally admitted to the MA in Education program. *See notes about "Academic Integrity."*
- Student must earn at least 14 points for admission ("Classified Status") to program (pending GPA review).

Advancement to Candidacy

- Student must earn at least 20 points for advancement ("Candidate") to candidacy. At this level the graduate student is moving into the work for the culminating activity. Writing needs to demonstrate proficiency to meet the University's graduate literacy requirement.

Graduation with Distinction

- Student must earn at least 26 points in their culminating activity as one factor to be considered for graduation "with distinction."

Academic Integrity

Writing samples are subject to Chico State's policies on [Academic Integrity](#) (this includes plagiarism and using artificial intelligence). For both initial and advancement writing samples, the following are recommended, acceptable, and not acceptable uses of artificial intelligence (AI):

Recommended use of AI

- Spell check and grammar check.
- Accessibility tools (e.g., speech-to-text, grammar/spell check, predictive text, translation).

Acceptable uses of AI

- Brainstorming ideas.
- Finding information on a topic.
- Organizing your thoughts (this does not include writing an outline).

Not Acceptable uses of AI

- Writing a draft or outline of your writing sample.
- Writing entire phrases, sentences, or paragraphs.
- Re-writing your own work.

Any use outside of this permission constitutes a violation of [Chico State's Integrity Policy](#) and may result in dismissal or denial of admission to the graduate program.

Cautions/Notes

- AI is rapidly evolving set of tools. Acceptable use of AI for academic writing will likely change based on what new tools emerge, what is considered acceptable professional practice, and what is legally allowed. Therefore, the aforementioned recommendations may change without notice.
- Relying on AI-generated summaries for information is not recommended. It can be risky because the AI-generated summaries may be inaccurate, incomplete, or misleading. If you do use an AI-generated summary, it is important to cross-check the summary with the original source to ensure that it is accurate and complete Read the original research—especially if you plan to cite or summarize it.
- If you have questions about acceptable use, ask your MA advisor or the program advisor.
- Here is the [American Psychology Association's (APA) policy](#) (link) on the use of AI. (APA is the style guide in the field of education.)"