

## Professional Writing Rubric

Professional writing is effective communication of discipline-specific knowledge for a designated purpose and audience.

	Novice* (1)	Proficient (2)	Advanced** (3)	NA
<p><b>Purpose:</b> Accomplishes the goal of the assigned task using discipline specific knowledge</p> <p>Score (or NA): _____</p>	<ul style="list-style-type: none"> <li>• Fails to meet one or more assignment goals</li> <li>• Some relevant audiences are not sufficiently addressed or writing is addressed to wrong audience</li> <li>• Incompletely or incorrectly applies discipline specific knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately addresses minimum assignment requirements</li> <li>• Adequately addresses target audience</li> <li>• Appropriately and sufficiently incorporates discipline specific knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensively meets the assignment goals, surpassing baseline expectations</li> <li>• Target audience is addressed through communication reflecting thorough understanding of audience exigencies and values</li> <li>• Applies, synthesizes, and/or expands discipline-specific knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment does not address this dimension</li> </ul>
<p><b>Organization:</b> Ideas are arranged logically, cohesively, and clearly.</p> <p>Score (or NA): _____</p>	<ul style="list-style-type: none"> <li>• Ineffective structure and arrangement of thesis/ideas, lack of focus</li> <li>• Generally unified arguments/ideas but with gaps in cohesion</li> <li>• Hierarchy of ideas is unclear</li> <li>• Weak or ineffective transitions between ideas at sentence and paragraph level</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate structure and arrangement of thesis/ideas</li> <li>• Cohesive paragraphs that develop the central argument/ ideas</li> <li>• Major ideas are presented clearly</li> <li>• Adequate transitions between ideas at sentence and paragraph level</li> </ul>	<ul style="list-style-type: none"> <li>• Logical structure and arrangement of thesis/ideas</li> <li>• Cohesive paragraphs that convincingly develop the central argument/ ideas</li> <li>• Major and supporting ideas are presented clearly</li> <li>• Smooth transitions between ideas at sentence, paragraph, and section level</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment does not address this dimension</li> </ul>
<p><b>Evidence:</b> Selection and integration of high quality sources to support claims.</p> <p>Score (or NA): _____</p>	<ul style="list-style-type: none"> <li>• Generally supports claims but some evidence may not be relevant</li> <li>• Discussion of sources in relation to claims is general, vague, or not relevant</li> <li>• Unevenly integrates evidence</li> <li>• Applies few source documentation conventions correctly (e.g. faulty use of quotations, citations, paraphrasing)</li> </ul>	<ul style="list-style-type: none"> <li>• Selects relevant sources to support claims</li> <li>• Discussion of sources adequately supports claims</li> <li>• Effectively integrates evidence</li> <li>• Applies some source documentation conventions correctly (e.g., some errors in some conventions).</li> </ul>	<ul style="list-style-type: none"> <li>• Selects superior quality sources to support claims</li> <li>• Discussion of sources provides clear and logical support for the claims</li> <li>• Comprehensively and effectively integrates high-quality evidence</li> <li>• Applies source documentation conventions correctly (e.g., few errors)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment does not address this dimension</li> </ul>

	<b>Novice* (1)</b>	<b>Proficient (2)</b>	<b>Advanced** (3)</b>	<b>NA</b>
<p><b>Analysis/Interpretation:</b> Evaluation, integration, and synthesis of information/knowledge.</p> <p>Score (or NA): _____</p>	<ul style="list-style-type: none"> <li>• Fails to consider strengths and limitations of perspectives or approach is superficial</li> <li>• Irrelevant or poorly integrated information/knowledge</li> <li>• Incomplete, or uneven, discussion of outcomes/findings</li> <li>• Only the most obvious implications are noted</li> <li>• Misuse of, or reliance on, poorly collected data leads to faulty conclusion(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses strengths and limitations of varied, but not all, perspectives</li> <li>• Sufficient integration of relevant information/knowledge, but may lack a unifying theme</li> <li>• Adequate discussion of outcomes/findings without addressing overall significance</li> <li>• Important implications are noted but may not be thoroughly addressed</li> <li>• Data are used correctly to reach proper conclusion(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses strengths and limitations of all relevant perspectives</li> <li>• Seamless integration of relevant information/knowledge into a coherent or new whole</li> <li>• Thorough discussion of outcomes/findings and their significance</li> <li>• Insightful and thorough discussion of implications</li> <li>• Thorough analysis of all relevant data to reach well-reasoned and accurate conclusion(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment does not address this dimension</li> </ul>
<p><b>Language Conventions:</b> Format, style and specialized vocabulary that constitute standardized written communication in a discipline.</p> <p>Score (or NA): _____</p>	<ul style="list-style-type: none"> <li>• Inconsistently follows writing style conventions</li> <li>• Insufficiently or incorrectly applies discipline-specific terminology</li> <li>• Supporting data and visuals are absent, extraneous or incorrectly presented</li> <li>• Mechanics (grammar, syntax, punctuation, spelling) follow rules of Standard English**</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly follows writing style conventions</li> <li>• Mostly applies discipline-specific terminology correctly</li> <li>• Supporting data and visuals are generally correct and appropriate</li> <li>• Mechanics (grammar, syntax, punctuation, spelling) follow rules of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly and concisely follows writing style conventions</li> <li>• Applies discipline-specific terminology correctly and consistently</li> <li>• Supporting data and visuals are correct and appropriate</li> <li>• Mechanics (grammar, syntax, punctuation, spelling) follow rules of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment does not address this dimension</li> </ul>

\* Novice is for graduate student/graduate level writing. To achieve the novice level, work must exhibit mastery of basic writing mechanics.

\*\* Advanced represents standards for an emerging professional.