

(adapted from the original rubric developed by M.Carter)

Holistic rubric for Writing Project #1:

An A paper: Is *excellent*. The focus reflects a significant insight that is the result of careful and extended interaction with a clearly defined topic, and the body of the writing supports that idea with examples and clear, thorough discussion. The development of each section is balanced. It is logically organized and employs transitions that express how each idea is related to the one before it. The writer's personality is present and appropriate to the context, and the writer has established his/her credibility to write about the topic. The concluding paragraph does not summarize, but instead, brings the writing to a close and helps the reader understand why the discussion has been important. There are few, if any, grammatical or mechanical errors. Formatting is careful and clean. In short, the writing looks as if the writer cares about his/her thoughts, and it genuinely teaches the reader. The reader leaves richer for having read it.

A B paper: Is very good. It offers a clear focus and original thought, but it may lapse in analysis and/or discussion from time to time, missing opportunities to explain ideas fully. Obvious effort made toward saying something meaningful. There is also a clear organizational mode, good paragraph coherence, and cohesion. The writer's voice is present but may shift at times, and credibility is presented briefly. The conclusion may feel uncertain or rely on quotes for impact. There are few grammatical and mechanical issues. The reader feels as if s/he has read a good, solid essay.

A C paper: Is competent. There is an attempt to express a central idea, but the ideas within the piece may seem basic or lack originality. Support for the main idea may be sparse or illogical, and the writer may depend on restating ideas or offering multiple examples rather than analyzing or explaining the importance of those examples. The writer does not clearly express a voice or credibility. The conclusion may summarize the ideas given in the essay rather than bringing the writing to a satisfying and illuminating close. Grammatical and/or mechanical issues may detract from the focus.

A D paper: May be simplistic or biased. It is clear the writer has not understood the assignment and/or the subject matter fully and struggles throughout to have enough to say. It may appear that the writer has given little time to the discussion or moves away from the focus. The writer's voice and credibility are not present. The conclusion may be weak, unrelated, or not present. Grammatical and mechanical errors are so significant that the reader struggles to understand.

An F paper: The final product reflects a lack of process and critical reflection. Does not contain a clear focus, development, or structure. The writing is very limited and falls far short of a university-level assignment. There may be elements of plagiarism.

Inquiry #1 Final Product Rubric (adapted from original holistic rubric above)

Criteria	A 95%	B 85%	C 75%	D 65%	F 55%
Focus 20%	Excellent focus that reflects a significant insight that is the result of careful and extended interaction with a clearly defined topic. The reader is intrigued by the writer's claim.	Offers a clear focus and original thought that effectively invites the reader to consider the writer's claim.	There is an attempt to express a central idea, but the ideas within the piece may seem basic or lack originality.	Focus may be simplistic or biased.	Does not contain a clear focus.
Development 30%	The body of the writing supports the focus with examples and clear, thorough discussion. Development of sections are balanced. The concluding paragraph does not summarize, but instead, brings the writing to a close in a way that challenges the reader to continue considering the writer's claim.	Obvious effort made toward saying something meaningful, but it may lapse in analysis and/or discussion from time to time, missing opportunities to explain ideas fully. The conclusion may feel uncertain or rely on quotes for impact.	Support for the main idea may be sparse or illogical, and the writer may depend on restating ideas or offering multiple examples rather than analyzing or explaining the importance of those examples. The conclusion is mundane and may summarize the ideas given in the essay rather than bringing the writing to a satisfying and illuminating close.	It is clear the writer has not understood the assignment and/or the subject matter fully and struggles throughout to have enough to say. It may appear that the writer has given little time to the discussion or moves away from the focus. The conclusion may be weak, unrelated, or not present.	The final product reflects a lack of process and critical reflection. Does not contain a clear development, or structure. The writing is very limited and falls far short of a university-level assignment. There may be elements of plagiarism.

<p>Organization</p> <p>20%</p>	<p>The writing is logically organized and employs transitions that express how each idea is related to the one before it. All sections relate together and to the focus statement.</p>	<p>There is a clear organizational mode, good paragraph coherence, and cohesion.</p>	<p>Organizational structure is in place, but issues of repetition or lack of development may make the structure less clear than it could be.</p>	<p>Organizational structure is attempted but may not lead the reader though the discussion in a way that is logical.</p>	<p>Does not contain a clear structure. The reader is unable to follow the writer's argument.</p>
<p>Writer/ Reader Awareness</p> <p>20%</p>	<p>The writer's personality is present and appropriate to the context. The writer has established his/her credibility to write about the topic. The reader is also discernible, and the writing is tailored to this intended reader. The writing helps the reader understand why the discussion has been important.</p> <p>In short, the writing looks as if the writer cares about his/her thoughts, and it genuinely teaches the reader. The reader leaves richer for having read it.</p>	<p>The writer's voice is present but may shift at times, and credibility is presented briefly.</p>	<p>The writer does not clearly express a voice or credibility.</p> <p>Language and content may be so general that it obscures the writer's sense of purpose and ability to speak to the topic.</p>	<p>The writer's voice and credibility are not present.</p> <p>There is little evidence of the writer's interest or credibility.</p>	<p>The writer's voice and credibility are not present.</p>

Grammar and Mechanics 10%	There are few, if any, grammatical or mechanical errors. Formatting, including citations, is careful and clean.	There are few grammatical and mechanical issues. The reader feels as if s/he has read a good, solid essay.	Grammatical and/or mechanical issues impede the reader, detract from the focus.	Grammatical and/or mechanical issues are overwhelming.	Grammatical and mechanical errors are so significant that the reader struggles to understand.
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