

Descriptors for IGEAP Writing Assessment Rubric (Draft)

Category		
Low Scores 1 or 2	Average Score 3 or 4	High Scores 5 or 6
Task Responsiveness		
<ul style="list-style-type: none"> • Fails to establish purpose for writing. • Does not respond to the task. Paper drifts substantially from initial purpose or controlling idea. 	<ul style="list-style-type: none"> • Establishes purpose or controlling idea initially, but inconsistently attended to. • Shows some unity of purpose and attention to task. 	<ul style="list-style-type: none"> • Establishes strong sense of purpose congruent with the task, either explicitly or implicitly. • Controlling purpose governs development and organization of the text. Complicates purpose as paper unfolds.
Engagement with Text(s)		
<ul style="list-style-type: none"> • Shows little evidence of having understood the reading(s) that should inform the paper. • Repeats or summarizes source text without analyzing or critiquing. • References to source materials are either not present and/or sources are not well introduced. • In-text citations and end-of-text references are not formatted according to an appropriate style. 	<ul style="list-style-type: none"> • Shows some evidence that materials were read or analyzed and that those texts have shaped the author's writing. • Goes beyond repetition or summary of source text(s). • Source materials are cited, though not always consistently. • It is generally clear when information comes from sources. Most in-text citations and end-of-text references are appropriately cited. 	<ul style="list-style-type: none"> • The writer clearly read and understood the source text(s) that inform the paper. • Summarizes key points or issues in the source text and then critically analyzes or synthesizes those ideas with the author's own assertions. • Introduces, extends and complicates the ideas of the source text. • Consistently clear where information, opinions, or facts come from a source as opposed to coming from the author.
Development		
<ul style="list-style-type: none"> • No apparent awareness of readers' needs or expectations. • Claims have little or no logical support. • Moves from idea to idea without substantial elaboration; lacks depth. 	<ul style="list-style-type: none"> • Some awareness of readers' needs and expectations. • Claims are logically supported. • Ideas have sufficient elaboration; achieves some depth of discussion. 	<ul style="list-style-type: none"> • Anticipates readers' reactions to key points in paper. • Claims are logically supported with relevant, compelling detail. • Ideas are substantially elaborated with

<ul style="list-style-type: none"> Shows little or no support for narrative, analytic, and/or expository patterning. 	<ul style="list-style-type: none"> * Shows sufficient support for narrative, analytic, and/or expository patterning. 	<p>significant depth.</p> <ul style="list-style-type: none"> Shows significant support for narrative, analytic, and/or expository patterning.
Organization		
<ul style="list-style-type: none"> Paragraphs do not cohere. Topics not clearly introduced, explored, or concluded. Essay moves in unpredictable and illogical sequences for the reader. Lacks progression in form from start through middle to end. Patterns of exposition/analysis/argument unfold with little discernable purpose. 	<ul style="list-style-type: none"> Paragraphs generally cohere with topic ideas and supporting details Topics are introduced, explored, and concluded. Essay moves in predictable and logical sequences. Shows progression in form from start through middle to end. Patterns of exposition, analysis/argument unfold according to purpose of paper 	<ul style="list-style-type: none"> Paragraphs cohere and make overall essay more complex. Topics are clearly introduced, explored, and concluded in interesting ways. Essay moves in logically surprising and satisfying ways for the reader. Shows compelling progression of form from start through middle to end. Patterns of analysis/argument anticipate readers' expectations and meet purposes of paper.
Control of Language		
<ul style="list-style-type: none"> Lacks control over sentence structure; difficult to follow; does not use appropriate transitions. Little control over patterns of subordination and coordination. Requires the reader to backtrack to make sense. Uses wrong words and awkward phrasing. Grammatical errors disrupt a reader's progress through the essay. 	<ul style="list-style-type: none"> Style is competent, though not engaging or inventive. Shows reasonable command over phrasing and word choice. Some useful transitions and patterns of reference provide connection. Uses mostly appropriate words and phrases. Occasional grammatical errors do not disrupt a reader's progress through the essay. 	<ul style="list-style-type: none"> Author clearly controls the pace, rhythm, and variety of sentences. Style is smooth and efficient, with good use of subordination and coordination Consistently deploys useful transitions and patterns of reference Words are well chosen and phrasing is apt and precise. Virtually no grammatical errors.