

Assessment Rubric: **Scholarly Writing Skills - Produce substantial, original papers written with effective organization, style, and use of citations**

Criteria	Some proficiency	General mastery	Full mastery	Expert level
Produces the quality of prose that meets professional expectations for future scholarly publication (interpretation, use of notions/theories and sophisticated vocabulary)	The paper demonstrates a <u>basic or superficial</u> (uncritical) understanding and interpretation of the subject. The writer <u>struggles</u> to convey complex notions/theories and/or does not use sophisticated vocabulary.	The paper presents an interpretation and understanding of the subject with <u>minor errors</u> or <u>inconsistencies</u> in using complex notions/theories and/or sophisticated vocabulary.	The paper conveys an insightful interpretation and good understanding of the subject using complex notions/theories and sophisticated vocabulary. Interpretation contains no errors or inconsistencies but some <u>parts of interpretation may need to be elaborated/enhanced to be ready for publication.</u>	The <u>entire</u> paper effectively conveys an insightful interpretation and deep understanding of the subject using complex notions/theories and sophisticated vocabulary. <u>The content is ready for publication.</u>
Communicates legibly across relevant academic fields, and contributes to scholarly conversations	The student demonstrates <u>limited</u> (in scope or understanding) knowledge of scholarly conversations and/or misinterprets or does not discuss the place of their own work in these conversations.	While the student shows <u>sufficient</u> understanding of relevant scholarly conversations, the student is <u>too general, too narrow, or somewhat unclear</u> in their attempt to identify and articulate the place of their work in scholarly conversations. The writing may contain insights and contribute to the relevant scholarly conversations.	The student clearly identifies and fully articulates the place of their work in scholarly conversations. The writing contains <u>numerous insights</u> and contributes to the relevant scholarly conversations.	In addition to clearly identifying the place of their work in scholarly conversations, the student also makes an <u>original and innovate</u> contribution to the relevant scholarly conversations.
Constructs an effective and supported argument	One or more claims may be <u>lacking credibility</u> or evidence to support them. Or the author does not distinguish between primary and secondary sources.	In addition to fully supported claim(s), the argument contains some claims that are only <u>partially supported</u> by evidence or supported in a superficial way. If the text refers to secondary sources, it may be unclear how these sources contribute to the main point.	The argument contains credible claims, all of which are <u>sufficiently</u> supported by appropriate evidence, that may be presented in a straightforward, mechanical way. If the text refers to secondary sources, the text demonstrates a clear awareness of the relationship of these sources to the main point.	The argument contains credible, clearly articulated claims that are <u>well supported</u> by appropriate evidence. If the text refers to secondary sources, the text engages with them critically and demonstrates their relevance to the main point.
Communicates research findings in clear prose (logical organization and grammar)	The paper needs <u>substantial revisions</u> including sequencing of paragraphs, internal structure of paragraphs and sentences, and/or word choice. Or the paper contains systematic grammatical and/or spelling errors.	The flow of the argument is logically organized in paragraphs but <u>revisions are needed within paragraphs</u> to improve clarity. Occasional grammatical and/or spelling errors; may lack grace or fluidity in writing.	The flow of the argument is logically organized in well-written paragraphs; excellent grammar and spelling. Some <u>sentences or word choice may need minor revisions</u> to improve clarity and achieve elegance.	Writing is clear and concise; effectively organized throughout the paper, as well as particularly elegant or otherwise aesthetically pleasing (without compromising argument). Excellent grammar and spelling.
Uses standard scholarly citational and bibliographic practice	Reference and citation errors <u>detract significantly</u> from the paper: e.g., excessive quoting, inconsistent citation style, two or more missing citations or bibliographic entries.	<u>Minor</u> deviations from standard citational and bibliographic practice that are apparent but do not detract significantly from the paper: e.g., occasional long or incomplete quotations or overly detailed paraphrasing; a few typos in citations; one missing citation or bibliographic entry.	<u>Correct</u> choices of paraphrasing and quotation to produce <u>coherent analysis</u> . All evidence and ideas are properly cited.	Paraphrasing and quotation <u>notably enhance</u> the analysis. All evidence and ideas are properly cited.