Scoring Guide for Writing Samples: Assessing Writing for Overall Quality and for Isolated Features*

Level of Performance For Categories Related to Writing	Mastered [Capstone 4]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Missing (0)	
RHETORICAL KNOWLEDGE						
	Mastered [Capstone (4)]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Missing (0)	
Purpose, focus, understanding of audience needs, and context for the writing task(s)	Responds well to topic; voice and style appeal to the reader for the context; introduction and conclusion engage the reader; the thesis or focus is evident throughout for the genre. Disciplinary conventions are evidenced.	Attempts to respond to topic; voice and style work; introduction and conclusion work, but the text may lapse in focus; the audience needs may not be adequately addressed.	Shows a beginning awareness of audience's values and beliefs; the introduction may exclude needed information for the analysis, or to establish its purpose; while the thesis is evident, the conclusion may lapse in showing how parts relate to the whole.	The underlying structure for the text shows little understanding of the text's purpose, focus, or the audience's needs for information.		

CONTENT DEVELOPMENT						
	Mastered [Capstone(4)]	**Accomplished [Milestones (3)]**	**Developing [Milestones (2)]**	**Beginning [Benchmark (1)]**	**Missing (0)**	
	Responds to the audience's need for logical reasoning; supporting evidence and descriptive details relate to the overall focus and purpose of the text; relevant information, anticipated sources and data, known points of contention, and preferred are evidenced; shows sophisticated understanding of subject though a disciplinary framework.	Uses relevant and appropriate content, showing critical thinking about the development of ideas and inclusion of supporting details and examples.	*Through most of the text*, explores appropriate ideas, and develops relevant and appropriate content.	Shows limited critical thinking about the topic; ideas are under-developed; connections between parts of the text may be misplaced, or connections between ideas and examples may not be explicitly stated, or they may be inadequately developed.		
GENRE & DISCIPLINARY CONVENTIONS						
	Mastered [Capstone(4)]	**Accomplished [Milestones (3)]**	**Developing [Milestones (2)]**	**Beginning [Benchmark (1)]**	**Missing (0)**	
Formal and Informal rules for structure, content, presentation, formatting, and stylistic choices inherent in the expected genre or for the expected discipline or professional audience.	Exhibits attention to and effective integration of conventions appropriate to a specific context, discipline, or writing task; such attention includes the audience's expectation for appropriate structure, style of writing, content, format, voice, tone, word choice.	Integrates style conventions appropriate to the specific context, discipline, or writing task.	Includes basic content, and satisfies basic requirements for format and structure; voice, tone, and word choice meet the reader's basic expectations.	Neglects to satisfy the expectations for a combination of these genre features: content, structure, format, style, voice, tone, and word choice; genre choice may seem inappropriate for the assignment.		

INFORMATION LITERACY: USE OF SOURCES AND EVIDENCE						
	Mastered [Capstone(4)]	**Accomplished [Milestones (3)]**	**Developing [Milestones (2)]**	**Beginning [Benchmark (1)]**	**Missing (0)**	
	Sources used reflect very strong critical judgment about their relevance and quality; attribution in text and in the References reflects accuracy, and as needed, identification of any perceived biases; research is integrated in an ethically, responsible way, showing an understanding of the audience's needs, genre conventions, and preferred style of the discipline.	Sources used reflect some critical judgment about their relevance and quality; attribution in text and in the References reflects accuracy, and as needed, identification of any perceived biases; sources are used in an ethically, responsible way that shows an understanding of the audience's needs, genre conventions, and preferred style.	Uses appropriate sources to support the writing task and context; shows basic understanding of how to show attribution in text for summaries, paraphrases, and quotes.	Sources used show weak judgment about their relevance, authority, or reliability; conventions for attribution indicate a misunderstanding of how to summarize, paraphrase, and/or quote.		

CONTROL OF SYNTAX, MECHANICS, USAGE						
	Mastered [Capstone(4)]	**Accomplished [Milestones (3)]**	**Developing [Milestones (2)]**	**Beginning [Benchmark (1)]**	**Missing (0)**	
	Text is written in clear sentences that reflect the writer's fluency and control over syntax, grammar, punctuation, and spelling. The syntax suggest a mature style.	Text is written in straightforward language that conveys complex meaning; text shows few errors with syntax, grammar, punctuation, and spelling.	Text generally follows appropriate conventions and communicates ideas clearly, but errors with syntax, grammar, punctuation, and spelling seem to require the writer's further attention. End punctuation for sentence may be correct, but internal punctuation has problems.	Text shows many unclear sentences that reflect lack of proofreading and editing; syntax, grammar, punctuation, and spelling errors impede the reader's understanding of the text, or reflect an unprofessional stance. Punctuation is faulty causing misreading.		

Name _____   Assignment _____

TOTAL OF RATINGS FOR EACH CRITERIA	Mastered [Capstone (4)]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Missing (0)	
RHETORICAL KNOWLEDGE						
CONTENT DEVELOPMENT						
GENRE & DISCIPLINARY CONVENTIONS						
INFORMATION LITERACY: USE OF SOURCES AND EVIDENCE						
CONTROL OF SYNTAX, MECHANICS, USAGE						
TOTAL	**Comment:**	**Comment:**	**Comment:**	**Comment:**	**Comment:**	