

**SCORING SHEET FOR MID-CAREER WRITING ASSESSMENT**  
**For Assessing Writing at the “Freshman” Level**

Paper # \_\_\_\_\_

Reader: \_\_\_\_\_

Circle Appropriate Number

	GENERAL ED OUTCOMES FOR WRITTEN COMMUNICATION	STRONG	ADEQUATE	POOR	UNACCEPTABLE
14a	Introductory paragraph(s) frame(s) the central focus of the essay	4	3	2	1
14b	Ideas arranged in an organized sequence	4	3	2	1
14c	Paragraphs developed to explain student’s ideas	4	3	2	1
14d	Evidence incorporated (introduced, interpreted, and/or integrated)	4	3	2	1
14e	Sources cited internally and at end	4	3	2	1
14f	Conclusion relates to essay content	4	3	2	1
14g	Appropriate academic tone used	4	3	2	1
14h	Essay proofread for grammar and punctuation	4	3	2	1

Comments:

**NARRATIVE RUBRIC FOR MID-CAREER WRITING ASSESSMENT**  
**For Assessing Writing at the “Freshman” Level**

	<b>GENERAL EDUCATION OUTCOMES FOR WRITTEN COMMUNICATION</b>	<b>STRONG</b> 4	<b>ADEQUATE</b> 3	<b>POOR</b> 2	<b>UNACCEPTABLE</b> 1
14a	Introductory paragraph(s) frame(s) the central focus of the essay	Introductory paragraph(s) frame(s) essay structure and essay content	Introductory paragraph(s) provide a description of essay content	Introductory paragraph(s) provide unfocused or loosely related description of essay content	Introductory paragraph(s) tangentially related to essay content
14b	Ideas arranged in an organized sequence	Ideas obviously arranged in an organizational pattern that brings cohesion to the essay	Ideas apparently arranged in an organizational pattern that brings some cohesion	Ideas less evidently arranged in an organizational pattern	No organizational pattern is evident
14c	Paragraphs developed to explain student’s ideas	Paragraphs of several cohesive sentences thoroughly explain student ideas	Paragraphs have multiple sentences that work to explain student ideas	Most paragraphs are thin and/or lack explanation of student ideas	Paragraphs are often only one sentence and/or student ideas stated without explanation
14d	Evidence incorporated (introduced, interpreted, and/or integrated)	Evidence smoothly introduced, interpreted, and/or integrated to consistently help the reader understand its importance in the essay	Evidence regularly introduced, interpreted, and/or integrated to generally help the reader understand its importance in the essay	Evidence frequently not introduced, interpreted, and/or integrated to help the reader understand its importance in the essay	Evidence rarely if ever introduced, interpreted, and/or integrated to help the reader understand its importance in the essay
14e	Sources cited internally and at end	Sources cited in text with few, if any exceptions and citations follow a consistent pattern; list of sources includes all sources and shows strong understanding of academic documentation	Sources cited in text with few exceptions and citations follow a somewhat consistent pattern; list of sources complete with few exceptions and shows some understanding of academic documentation	Sources cited inconsistently in text; list of sources incomplete and/or shows difficulty understanding academic documentation	Sources seldom cited in text; list of sources not included or shows little to no understanding of academic documentation
14f	Conclusion relates to essay content	Conclusion draws thoroughly from content presented	Conclusion relates to content presented	Conclusion is somewhat abrupt but related; or conclusion is only loosely related to content	Conclusion abrupt and tangentially related to content presented
14g	Appropriate academic tone used	Essay demonstrates strong understanding of appropriate academic tone with rare lapses	Essay demonstrates good understanding of appropriate academic tone avoiding informal, colloquial language with some lapses	Essay demonstrates frequent lapses in appropriate academic tone	Essay demonstrates little or no understanding of appropriate academic tone
14h	Essay proofread for grammar and punctuation	Successfully and skillfully proofread; mechanical concerns are few and minor	Proofread with basic success; some mechanical errors noticeable but errors are minor and do not interfere with understanding	Lack of skill and success in proofreading; or mechanics often interfere with understanding	Little or no evident proofreading skill; mechanics interfere greatly with understanding

**NOTE: It is important to note that each facet of the scoring rubric should be thought of independently. Thus it is quite reasonable that you will have 4s on some items yet 2s on others.**