

### ELPS Rubric for Classroom Writing Assignments

	Graduate Level Expectations Met	Approaching Graduate Level Expectations	Graduate Level Expectations Not Met
<b>Expression of Ideas &amp; Content</b>	<ul style="list-style-type: none"> <li>• keen, accurate, and insightful analysis that addresses all parts of selected topic</li> <li>• impressive analytic thinking</li> <li>• clearly developed ideas</li> <li>• synthesis of original ideas with best practice and research</li> <li>• evidence of understanding topic, audience, purpose and application to practice</li> </ul>	<ul style="list-style-type: none"> <li>• limited critical thinking that is aligned with topic</li> <li>• weak presentation of materials and supporting statements</li> <li>• addresses some parts of the topic or lacks clarity</li> </ul>	<ul style="list-style-type: none"> <li>• writing expresses personal ideas or information from published literature with little or no critical analysis</li> <li>• reads as if content is off-topic</li> <li>• lacks evidence of knowledge, understanding and affiliation to topic</li> </ul>
<b>Review of Literature &amp; Use of Specific and Relevant Evidence</b>	<ul style="list-style-type: none"> <li>• academic data and ancillary materials are effectively and efficiently integrated in order to support the claims made in the essay</li> <li>• credible references to required readings, class presentations, outside sources, etc.</li> <li>• effectively integrates and elaborates on specific evidence or examples from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>• support from several sources is limited</li> <li>• arguments are unsupported and weakly contribute to meeting the goals of the essay</li> <li>• does not effectively elaborate upon specific evidence</li> </ul>	<ul style="list-style-type: none"> <li>• support is lacking or insufficient to justify claims or conclusions</li> <li>• limited or no references to required readings, class presentations, outside sources, etc.</li> </ul>
<b>Organization: Thesis, Direction, Focus and Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• superior writing context</li> <li>• clear thesis and well developed paragraphs that are rich in detail and are skillfully supported</li> <li>• includes a clear introduction, middle and conclusion</li> <li>• sentences achieve clarity, organic fluency to content, coherence and skillful use of transition words and phrases</li> <li>• discriminates between relevant and irrelevant information</li> <li>• observes conventions of written English</li> </ul>	<ul style="list-style-type: none"> <li>• some sequence of beginning, middle and conclusion</li> <li>• well developed paragraphs with complete units of thought that demonstrate critical thinking</li> <li>• lack of organization makes difficult to read</li> <li>• generally observes the conventions of written English</li> </ul>	<ul style="list-style-type: none"> <li>• no sequence, fluency, and lack of “plan” hinders understanding</li> <li>• considerable lack of thesis and defined paragraphs</li> <li>• generally fails to observe the conventions of written English</li> <li>• major errors in grammar and usage or frequent minor errors</li> </ul>

<p><b>Writing Conventions: Grammar, Mechanics, and Voice</b></p>	<ul style="list-style-type: none"> <li>• reveals awareness of audience and purpose through word choice and sentence variety</li> <li>• noun/verb agreement; sentence structure; spelling; syntax; punctuation in text; style and voice; word choice</li> <li>• cites sources with no APA errors</li> <li>• no grammatical errors or careless mistakes due to editing and proofreading</li> </ul>	<ul style="list-style-type: none"> <li>• some vivid language, but mostly basic vocabulary.</li> <li>• writing is disjointed and difficult to follow which causes interruption of chain of thought.</li> <li>• many spelling, grammar, and APA errors, but they do not interfere with reading of essay.</li> <li>• generally observes the conventions of Written English</li> </ul>	<ul style="list-style-type: none"> <li>• simple language and minimal or inappropriate vocabulary.</li> <li>• difficult to read due to errors</li> <li>• ignores APA style</li> <li>• generally fails to observe the conventions of written English.</li> <li>• major errors in grammar and usage or frequent minor errors</li> </ul>
--	--	--	--