

Vincennes University Writing Assessment

Qualities of Effective Writing	Excellent	Advanced	Developing	Inadequate	Unacceptable
Context, Purpose, and Focus	The writing demonstrates a mature awareness of context, audience, and purpose and is well focused on the task with a definite thesis that is developed consistently and thoroughly.	The writing demonstrates a strong awareness of context, audience, and purpose and is focused on the task with a definite thesis that is developed.	The writing demonstrates an adequate awareness of context, audience, and purpose. Writing might lack focus in some areas but has a clear thesis.	The writing demonstrates an emerging awareness of context, audience, and purpose but struggles to consistently focus on the task. Writing attempts to present a thesis but it lacks clarity and is not developed in the writing.	The writing demonstrates minimal attention to context, audience, and purpose. Writing lacks a thesis or it is unclearly stated. Writing does not focus on the task.
Content/Quality of Analytical Thought	The content of the writing is well reasoned and reflects the highest standards of analysis expected in the discipline. The writing recognizes and admirably addresses other points of view. Independent thinking is evident.	The content reflects a consistent, thoughtful analysis of the subject to satisfactorily meet the standards of the discipline. Independent thinking is present but reflects limited breadth and clarity. Other points of view are appropriately recognized and addressed.	The content shows a lack of thoughtful analysis and a reliance on generalizations and clichés. Independent thinking is present, but lacks breadth and clarity. Other points of view need to be developed.	The content is inconsistent; analysis fails to fully satisfy the standards of the profession. Little evidence of independent thinking exists; analysis is often cliché and stereotypic. Little effort is made to recognize or adequately address other points of view.	The content is inadequate, and the subject is poorly or illogically reasoned. No evidence of independent thinking exists; analysis is cliché and stereotypic.
Organization	The writing includes a fully developed, interesting intro, a strong conclusion, and body paragraphs that develop the main idea with coherence and effective detail. Good transitions are used to move the reader smoothly from one idea to the next.	The writing includes both a satisfactory intro and conclusion; the body paragraphs develop the thesis in a mostly coherent fashion. Transitions are evident, but the flow of one idea to the next could be smoother.	Writing contains a basic organization, but the thesis, intro, and/or conclusion needs to be developed.	The intro and conclusion are poorly developed. The body attempts to develop the thesis but occasionally wanders from the subject; the writing lacks coherence.	The writing has either poorly developed or no intro and conclusion, and the body lacks focus and clear purpose.
Sources and Evidence	If sources are required, the source material proved excellent, appropriate support for the thesis, and the sources are accurately represented. Sources are consistently documented both in the text and in a bibliographic page.	If sources are required, an acceptable number of sources are present, and most are solid academic sources. Generally the author's point of view is accurately portrayed, and sources effectively support the thesis. Most sources are documented consistently both in the text and in a bibliographic page.	If sources are required, only a limited number are present; some may be either irrelevant or of poor quality. An author's point of view may not be accurately represented; some sources may not support the thesis of the student writing. Sources are documented both in the text and in a bibliographic page with some inconsistency.	If sources are required, they are poorly used and/or have questionable academic merit. Authors are sometimes misrepresented. Sources lack consistent documentation within the text and/or in a bibliographic page.	If sources are required, sources are either not used or inappropriately used. Sources are not documented either within the text or in a bibliographic page.
Grammar and Mechanics	The writing reflects the standards of written English and displays almost no errors in grammar, spelling, punctuation, or mechanics.	The writing reflects the standards of written English but displays a few errors in grammar, spelling, punctuation, and/or mechanics.	The writing reflects awareness of the standards of written English but displays multiple errors in grammar, spelling, punctuation, and/or mechanics.	The writing mostly reflects the standards of written English but has a distracting number of errors in grammar, spelling, punctuation, and mechanics.	The writing consistently fails to meet the standards of written English and has numerous errors in grammar, spelling, punctuation, and mechanics.