

Stat 582 Writing Rubric

(First five items from Kansas State Dept of Education rubric)

1. Ideas/Content (Development)

Rating of 5 (Strong):

The writing is clearly focused which leads to achieving a well-defined goal.

- The purpose is clearly defined.
- The writing supports the purpose with concise, logical details that meet the reader's informational needs.
- Sources, if used, are acknowledged.

Rating of 3 (Developing):

The writing addresses an identifiable goal by offering the reader general basic information. The development is limited, sketchy, and/or general.

- The purpose can be identified.
- The writing sometimes supports the purpose with concise, logical details that meet the reader's informational needs.
- Sources, if used, are sometimes acknowledged.

Rating of 1 (Beginning):

The writing has not clarified the selected goal. The text has no clear sense of purpose.

- The purpose is not identifiable.
- The writer does not support the purpose with concise, logical details that meet the reader's information needs.
- Sources, if used, are not acknowledged.

2. Organization

Rating of 5 (Strong):

The organization enhances and showcases the purpose. The sequence, structure, and presentation are compelling and move the reader through the text.

- Information is arranged in a format that is logical and effective and meets the reader's needs.
- The writing is a comprehensive piece with a constructive introduction, a body that provides relevant information, and a suitable conclusion that reinforces the purpose and leaves the reader with a sense of completion.
- Transitions are appropriate and connect the ideas.
- Information is organized within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's needs.

Rating of 3 (Developing):

The organizational structure is strong enough to move the reader from point to point without undue confusion.

- Information is sometimes arranged in a format that is logical and effective, which does not always meet the reader's needs.
- The writing is beginning to develop as a comprehensive piece that includes a functional introduction, body, and conclusion.
- Transitions are usually appropriate.
- Information is sometimes organized within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's needs.

Rating of 1 (Beginning):

The text lacks a clear sense of direction. Ideas and details seem strung together in a random fashion.

- Information is not arranged in a format that is logical and effective.
- The writing is not comprehensive and does not include a clear introduction, body, and conclusion.
- Transitions are not used.
- Information in each section, paragraph, list, or graphic is not organized in a logical or effective sequence.

3. Voice

Rating of 5 (Strong):

The writer speaks directly to the reader in a way that is individualized, expressive, and engaging. Clearly, the writer is involved in the text and is writing for an audience.

- The text and/or graphics are appropriate for the audience and purpose. (e.g. letter, complex reports, directions, brochures, electronic presentations, newsletters, memos, e-mails, fliers, web pages, charts, maps, tables, pictorials, and resumes)
- Writes with authority so the voice is not distracting.

Rating of 3 (Developing):

The writing seems sincere, but not genuinely engaged, committed, or involved. The result is pleasant and sometime even personable, but short of compelling.

- The text and/or graphics sometimes are appropriate for the audience and purpose. (e.g. letter, complex reports, directions, brochures, electronic presentations, newsletters, memos, e-mails, fliers, web pages, charts, maps, tables, pictorials, and resumes)
- Writes with authority but sometimes voice is distracting.

Rating of 1 (Beginning):

The writer seems indifferent, uninvolved, or distanced from the topic and/or audience.

- The text and/or graphics are not appropriate for the audience and purpose. (e.g. letter, complex reports, directions, brochures, PowerPoint®, newsletters, memos, e-mails, fliers, web pages, charts, maps, tables, pictorials, and resumes)
- Writes without authority and the voice is distracting.

4. Word Choice and Sentence Fluency

Rating of 5 (Strong):

Words convey the intended message in an accurate and concise manner that increases the reader's understanding. The text flows easily with a variety of sentence structures and lengths.

- Words are clear, precise, and professional.
- The meaning of technical terms or professional jargon is defined or can be determined by the context.
- The vocabulary suits the purpose, subject, and audience.

Rating of 3 (Developing):

The language is functional but sometimes lacks interest. The words do not get the message across. The text flows efficiently but lacks variety in sentence structure.

- Sometimes words are clear, precise, and professional.
- The meaning of technical terms or professional jargon is sometimes defined or can be determined by the context.
- The vocabulary sometimes suits the purpose, subject, and audience.
- Sometimes compact sentences or phrases make the point clear but some sentences are wordy.

Rating of 1 (Beginning):

The writer struggles with a limited vocabulary and searches for words to convey meaning. The words do not get the message across.

- Words are not clear, precise, and professional.
- The meaning of technical terms or professional jargon is not defined or can not be determined by the context.
- The vocabulary does not suit the purpose, subject, and audience.
- Wordy sentences detract from the purpose.

5. Conventions (e.g., spelling, punctuation, capitalization, grammar)

Rating of 5 (Strong):

The writer demonstrates control of standard writing conventions and uses them effectively to enhance readability. Errors tend to be so few and minor the reader can easily skim right over them.

- Paragraph division is sound and reinforces the organizational structure.
- Grammar and usage are correct and contribute to clarity and style.
- Punctuation is smooth and guides the reader through the text.
- Spelling is generally correct even on more difficult words.
- Only light editing would be required to polish the text for publication.
- Graphic devices, when used, are clear, helpful, visually appealing and supportive of the text.
- The writer may manipulate conventions, particularly grammar, for stylistic effect.

Rating of 3 (Developing):

The writer shows reasonable control over a limited range of standard writing conventions. Errors are numerous or serious enough to be somewhat distracting, but the writer handles some conventions well.

- Paragraph divisions are attempted but paragraphs sometimes run together or begin in the wrong places.
- Problems with grammar and usage are not serious enough to distort meaning.
- Terminal (end-of-sentence) punctuation is almost always correct; internal punctuation (commas, apostrophes, semicolons) may be incorrect or missing.
- Spelling is usually correct on common words.
- Moderate editing would be required to polish the text for publication.
- Graphic devices, when used, are sometimes clear, helpful, visually appealing and supportive of the text.

Rating of 1 (Beginning):

Errors in spelling, punctuation, usage and grammar, capitalization, and/or paragraphing repeatedly distract the reader and make the text difficult to read. The reader must read once to decode, then again for meaning.

- Paragraph divisions are missing, irregular, or so frequent (e.g. every sentence) that it does not relate to the organization of the text.
- Errors in grammar and usage are very noticeable and may affect meaning.
- Punctuation is often missing or incorrect.
- Spelling errors are frequent even on common words.
- Extensive editing would be required to polish the text for publication.
- Graphic devices, when used, are not clear, helpful, visually appealing or supportive of the text.

6. Analytic Methods

Rating of 5 (Strong):

The writer utilizes well-described statistical methods that are appropriate for the problem and readership.

- Methods are not too complex or too simple for the problem at hand
- Conditions needed for trustworthy results are discussed and assessed
- Description of the methodology is such that an adept reader could redo the analysis if needed

Rating of 3 (Developing):

The writer utilizes statistical methods that are potentially reasonable, but the description leaves concerns regarding conditions and/or procedure.

- Methods appear sound but there are some lingering doubts about their choice
- It is not clear all underlying conditions were assessed or would be reasonable
- May be a more straightforward, concise approach to address questions at hand
- Reader might be able to redo the analysis as the description provided is sketchy or incomplete

Rating of 1 (Beginning):

The writer utilizes statistical methods that are unreasonable based on how the data were collected or very poorly described so it is not clear what was done.

- Methods incorrect and/or very poorly described (almost black box)
- Incorrect use of methods or using methods that address a different question
- Clear violation of conditions is being ignored
- Key aspects of the data set and/or experimental design are being ignored

7. Presentation of Results

Rating of 5 (Strong):

The writer specifically addresses the important research questions in a clear and concise manner.

- Writer combines statistical results with background scientific information to answer the questions at level understandable to all familiar with the science
- The flow of the presentation is very logical and easy to follow
- Concerns or limitations with the findings were discussed
- Potentially new directions for research or new questions that arose from the analysis are presented

Rating of 3 (Developing):

The writer addresses some of the important research questions but the delivery is hard to follow, or it gets lost in other details.

- Writer presents results more geared towards another statistician than domain expert
- Very little effort was used to incorporate background scientific information
- The flow of the presentation is choppy and somewhat organized
- Concerns or limitations with the findings are omitted

Rating of 1 (Beginning):

The writer does not address the important research questions, or presents the results in an incoherent manner.

- Writer presents results with little to no understanding of the key questions to be answered.
- Presentation is jumbled and difficult to follow
- No effort was used to incorporate background scientific information

8. Figures and Tables

Rating of 5 (Strong):

The writer utilizes tables and figures that enhance the report, making it more readable and easier to follow.

- The choices of figure and table styles are well thought out and appropriate
- The numbers of figures and table is just right for the material presented
- All figures and tables are well labeled and have captions that make them self-contained
- All figures and tables are referenced in the text

Rating of 3 (Developing):

The writer utilizes tables and figures in the report but overall their use does not enhance the readability of the report.

- Most choices of figure and table styles are reasonable. There are a few that could be improved
- There appear to be too many or too few figures and tables for the report.
- Figures and tables are well labeled but the captions are very limited in description.
- The tables and figures could be better referenced and/or the written material could better make use of the figures and tables.

Rating of 1 (Beginning):

The writer's use of tables and figures leaves much to be desired in terms of enhancing the readability of the report.

- Very little thought was put into the choices of figure and table styles.
- There are far too many or far too few figures and tables
- There is really no link between the figures and tables and the written material
- Figures are not well labeled and constructed.
- Tables are not well-organized and lack a structure that makes them interpretable