

Applied Science Writing

Criteria	MEETS	EMERGING	DOES NOT MEET
Focus	Writing is clearly focused. It holds the reader's attention.	Writing has some focus but does not hold the reader's attention.	Writing lacks focus.
Organization	Writing includes a strong beginning, middle, and end with clear transitions and a focused closure.	Writing may include a beginning but does but does not have clear transitions or a focused closure.	Organization is unclear. No distinguishable beginning, middle, or end. Writing lacks closure.
Voice: adapted to audience	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.	Writing may have some elements of voice but it is not consistent. Writing attempts to adapt to an audience.	Writing lacks a distinguishable voice and does not consider the audience.
Coherent Development & Elaboration: matches the assigned task	Writing makes clear sense and flows logically. Relevant details enrich the writing. The thesis and purpose are clear to the reader and closely match the writing task.	Writing does not flow well and may include mistakes in logic. There are some details included, but it is unclear how the details support the writing. Parts of the writing may match the writing task but this is not consistent.	Writing does not flow logically, and lacks details. The thesis is not clear and the writing does not match the writing task.
Conventions	Follows the conventions of Standard Written English (SWE), e.g., grammar, sentence structure, mechanics, and punctuation.	Follows the conventions off SWE through some of the writing. There are some mistakes with grammar, etc. but the meaning is clear to the reader.	Does not follow the conventions of SWE. Mistakes in grammar, etc. distract from the meaning.
Style & Diction: college level, discipline specific	Sentences are varied, complex, and employed for effect. Diction is precise, appropriate, using college-level, and discipline-specific vocabulary.	Sentences are simple in structure but remain clear. Some sentences vary. Some college-level and/or discipline-specific vocabulary is used.	Sentences are incomplete, fragments, or run-on. College-level, vocabulary is not used. Discipline-specific vocabulary is not used.
*Content and Support: Citations in APA format	Content is accurate and the writing is well supported by examples and/or citations related to the readings for the course.	Content has some degree of accuracy, but also some degree of inaccuracy. The writing includes some support through examples but they may be inaccurately cited	Content is inaccurate and the writing is not supported.
Proofread	Writing is free of typos or other editing errors.	Writing has some typos or other editing errors that do not necessarily impact the meaning.	Writing is full of typos and editing errors that impact the meaning.

*Revised April 2013

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SLOs aligned with Rubric Criteria:

Applied Science SLOs	Rubric Criteria
Compose texts across Applied Science disciplines for various audiences, occasions, and purposes;	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.
Construct texts for communication, information, and expression which adhere to the rules of Standard Written English	Follows the conventions of Standard Written English (SWE), e.g., grammar, sentence structure, mechanics, and punctuation.
Compose texts that are clearly focused, well-organized, and coherent	Writing is clearly focused. It holds the reader's attention. Writing makes clear sense and flows logically. Relevant details enrich the writing. The thesis and purpose are clear to the reader and closely match the writing task.
Use discipline-specific language to support written arguments and reflections using APA format	Sentences are varied, complex, and employed for effect. Diction is precise, appropriate, using college-level, and discipline-specific vocabulary. Writing is well supported by examples and/or citations related to the readings for the course.
Demonstrate proof-reading and editing skills	Writing is free of typos or other editing errors.