

MSE CONCENTRATION IN SPECIAL EDUCATION

Writing Assessment Rubric

STUDENT NAME:			CWID:		
CHARACTERISTIC	EXCEEDS EXPECTATION (5-6)	AT EXPECTATION (4)	BELOW EXPECTATION (1-3)		
COMPLETENESS OF RESPONSE & QUALITY/CLARITY OF THOUGHT	Addresses the topic clearly and responds effectively to all aspects of the task; ideas are well-developed; explores the issues thoughtfully and in depth.	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others; shows some depth and clarity of thought.	May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task; presenting generalizations without adequate and appropriate support.		
ORGANIZATION, SEQUENCE OF IDEAS/FOCUS	Organization is excellent in terms of bridges and transitions; paper remains focused with no wandering to unrelated topics; minor points are related to the thesis; ideas flow in sensible sequence; discussion of area is complete before transitioning to another.	Generally good presentation with either bridges or headings but not all the time; paper is generally focused with text following the order presented in the introduction; relationship of ideas made evident	Few clues are used so that text organization is a challenge to reader; relationship of ideas to thesis is vague; text jumps from topic to topic in shotgun approach; reader must work to keep up with flow of ideas.		
ACCURACY OF CONTENT / VOCABULARY	Information is accurate and attributed to correct resources; pragmatic suggestions are appropriate to question; appropriate reading terms are employed and well defined.	Information is accurate in description but some resources or definitions are weak.	Errors are present in either content and/or resources and examples; response contains poorly defined terms; definitions are faulty; information attributed to incorrect sources		
RESOURCES / SUPPORT / EXAMPLES	Authorities are thoughtfully selected from a wide array of sources and applied appropriately to content; examples are given and well developed for the topic	Ideas generally supported by professionally sound resources however, only general resources repeatedly cited; too few or too many examples are provided	Few resources presented or resources cited limited to class texts; examples are given but no definitions or explanations are provided.		