

UNIVERSITY OF KENTUCKY: PHYSICIAN ASSISTANT STUDIES MASTERS PROJECT ASSESSMENT RUBRIC

Student name:

Program:

Date:

Writing Project:

Intended Audience:

Category	Description	Writing is under-developed	Writing is marginal	Writing is Proficient	Writing is Exemplary
Audience/ Voice	Does the writing connect with the person(s) for whom it is intended? Does it express the writer's interest and individuality?	<ul style="list-style-type: none"> The writer seems unaware of the appropriate audience. Writing does not meet the needs of the audience. Tone is demeaning or inappropriate 	<ul style="list-style-type: none"> The writer seems indifferent, uninvolved or distanced from the audience. Some of the audience's needs are addressed. The writing is lifeless or mechanical, overly technical or jargonistic. 	<ul style="list-style-type: none"> The writer seems sincere and usually engages the audience. Most of the audience's needs are anticipated and met. The tone is pleasant or even personable at times but not consistently so. 	<ul style="list-style-type: none"> The writer speaks directly to the reader in a way that is individualistic and engaging. The writer is sensitive to the needs of the audience. The writer is involved in the text and this interest is clearly communicated.
Organization	Organization refers to the design of the paper/writing. Is there a clear focus to the ideas in the document? Does it follow in a logical sequential manner as it reaches the conclusion?	<ul style="list-style-type: none"> The writing is difficult to follow. The applicability of portions of the writing to the main point is hard to determine. There are no discernable transitions. Introduction and/or conclusion are missing. 	<ul style="list-style-type: none"> The internal structure is not clearly defined. The flow of information seems is at times confusing. Transitions either do not exist or are awkward. The introduction and/or conclusion do not clarify the paper sufficiently. 	<ul style="list-style-type: none"> The organizational structure is strong enough to move the reader through the text without confusion. Sequence of the writing makes sense. Transitions exist in most cases and flow smoothly. The introduction and conclusion are recognizable. 	<ul style="list-style-type: none"> The order of information and its presentation greatly enhances the central idea. The sequence is logical and effective. Thoughtful and interesting transitions are presented. The writer uses an inviting introduction and a satisfying conclusion.
Mechanics/ format	This category refers to the correctness of the writing. Evaluation of mechanics/format answers the question: "Overall, how much work would a copy editor need to do to prepare this work for publication?"	<ul style="list-style-type: none"> Errors in style/format detract from the content of the writing and make it difficult for a reader to follow. Paragraphing is missing or is not logical. Errors in grammar or word usage are noticeable and may affect meaning. Punctuation is often missing or incorrect. Spelling errors are frequent. Citations use wrong format or are missing. Extensive editing needed before publication. Writing is illegible. 	<ul style="list-style-type: none"> The writer shows some control over style/format, but inconsistent use distracts from readability. Paragraphs sometimes run together or begin in wrong places. Some problems with grammar and word usage. Recurring spelling and/or punctuation problems. Some citation errors. Moderate editing required before publication. Writing is illegible in sections. 	<ul style="list-style-type: none"> Proper writing style and format for the profession are demonstrated. Only minor problems with paragraphing or grammar & word usage. Punctuation is usually correct. Only minor spelling or typographical errors. Proper citation format used. Only minor editing required before publication. occasional word is illegible. 	<ul style="list-style-type: none"> The writer demonstrates an excellent grasp of writing style and format for the profession. Paragraphing is sound. Grammar and word usage are commendable. Punctuation is accurate and Spelling is correct. Citations are done appropriately, using correct format. Editing would not be needed prior to publication. Writing legibility is perfect

Category Description Writing is underdeveloped Writing is marginal Writing is proficient Writing is Exemplary

Process and Methods	<i>Does the finished product demonstrate strong effort of writing with evidence of exploring, planning and drafting?</i>	Writing is underdeveloped	Writing is marginal	Writing is proficient	Writing is Exemplary
Content and Reasoning	<i>Does the writing identify a purpose or thesis and develop that thesis? Is it effective communication of ideas and/or feelings?</i>	<ul style="list-style-type: none"> The writing shows lack of planning. The process of writing and revision has not been used. The project would benefit from more extensive information gathering and/or a better research design. Analysis is lacking. The topic or thesis is not stated and is difficult for the reader to ascertain. Information is very limited or unclear. The text may read like a collection of disconnected thoughts. The writer seems uncomfortable with the topic. 	<ul style="list-style-type: none"> Some planning is evident in the development of the writing. The process of writing has been short-cut. The amount of information gathered could be improved or research design better chosen. Analysis is incomplete. The topic or thesis is stated. The thesis is not fully developed. Relevance of all information presented is not clear. The writer seems to have some uncertainties about the topic. 	<ul style="list-style-type: none"> Writing has been planned and developed accordingly. The recommended process of writing and revision has been utilized. Sufficient information has been gathered or an appropriate research design utilized. Depth of analysis is appropriate. The topic or thesis is clearly stated. The thesis is supported by relevant information. Detail or supporting examples are adequate. The writer is familiar with the topic. 	<ul style="list-style-type: none"> The writing is very carefully planned and well developed. A thorough process of writing, feedback, editing and revision has been used to good advantage. Extensive information has been gathered or an innovative research design utilized. Depth of analysis is commendable. The writing is clear and focused, holding the reader's attention. The topic or thesis is well-developed. Well supported with relevant information and detail. The writer is knowledgeable of the topic.
Impact	<i>Impact refers to a summation of a piece of writing and how it accomplishes its purpose.</i>	<ul style="list-style-type: none"> Goals unclear or only accomplishes part of goals. Weak logic or incorrect application of concepts and facts. Not convincing or persuasive. 	<ul style="list-style-type: none"> Goals fairly obvious but not all accomplished. Most concepts and facts correctly applied. Reader may be left somewhat confused or unconvinced. 	<ul style="list-style-type: none"> Satisfactorily accomplishes desired results. Goals clear and well supported. Logical development of concepts. Convincing; successfully leads reader to desired conclusion. 	<ul style="list-style-type: none"> Writing accomplishes desired results in a highly successful & convincing manner with clarity and persuasive logic. Demonstrates sophisticated integration of concepts. Memorable performance.
Total points					

Comments: _____ Grand total of points: _____ Grade: _____

Grading Scale

(University of Wisconsin, LaCrosse assessment guideline)

For each of 6 categories (Audience/Voice, Organization, Mechanics/Format, Process and Methods, Content and Reasoning, Impact), points will be assigned based on the descriptions in the table:

Writing is underdeveloped: 1 pt

Writing is marginal: 2 pt

Writing is proficient: 3 pt

Writing is exemplary: 4 pt

Letter grades will be assigned based on the average score for the categories.

<u>Grade</u>	<u>Average Score</u>
A	3.33 and above
B	2.33 to 3.33
C	1.83 to 2.33
E	Less than 1.83; project will be re-done until it reaches at least a grade of C

Agreement on scoring must be reached between the advisor and the course director. In the event of an irresolvable disagreement between the advisor and the course director, a faculty member will be consulted as a third party.