

SOM GRADUATE PROGRAM ASSESSMENT FORM

Faculty Assessment of Learning Goal 2:

Students are able to clearly and effectively communicate their discipline to members of the academic community through writing.

Student's Name: _____ Date of Examination: _____

Rubric:

Criterion	Exceeds Expectations 4	Meets Expectations 3	Meets Some Expectations 2	Does not Meet Expectations 1	Student's Score (indicate 1-4)
<i>The student's writing adheres to style and format commonly found within the discipline.</i>	<i>The paper goes beyond the criteria for a "3," to consistently model the language and conventions used in the scholarly/ professional literature appropriate to the student's discipline. The manuscript would meet the guidelines for submission for publication in the student's field of study.</i>	<i>While there may be minor errors, conventions for style and format are consistently observed throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Suitably models the discipline's overall scholarly style.</i>	<i>Appropriate style and format are broadly followed, but inconsistencies are apparent. Some less suitable sources (non-peer reviewed literature, web information) are used. Weak transitions and apparent logic gaps occur between topics being addressed. Style difficulties detract from the comprehensibility of the manuscript.</i>	<i>While some discipline-specific conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.</i>	
<i>The student's writing is sound in terms of mechanics</i>	<i>The paper goes beyond the criteria for a "3," to being essentially error-free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and help the reader follow the writer's logic.</i>	<i>While there may be minor errors, the paper follows conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures, such as subheadings, are effectively used which help the reader move from one point to another.</i>	<i>Grammatical conventions are generally followed, but inconsistency and/or errors in their use result in some weak connections between topics within the argument. There is poor or improper use of headings and related features, making it somewhat difficult for the reader to stay on track in the topic. Effective discipline-specific vocabulary is used.</i>	<i>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure, and/or difficulties with other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.</i>	

<i>The student's writing is sound in content and organization</i>	<i>The paper goes beyond the criteria for a "3," to excelling in the organization and representation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.</i>	<i>Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby making the paper more than a re-statement of known ideas.</i>	<i>Conventional ideas are presented with little expansion and development. Certain logical connections or specific topics related to the student's area of study are lacking. Pertinent ideas and concepts are generally accounted for, although lapses in logic and organization are apparent. The reader is suitably introduced to the topic, such that its importance within the student's area of study becomes clear.</i>	<i>The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization need significant revision before the paper can represent a critical analysis of the topic.</i>	
<i>The student's writing demonstrates a critical analysis and integration of ideas.</i>	<i>The paper goes beyond the criteria for a "3," and presents the current state of knowledge for the topic at hand, utilizing a diversity of opinions. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the literature. Essential works are accurately and concisely paraphrased, analyzed, and integrated. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. In terms of organization, smooth and effective transitions between topics lead the reader through an orderly discussion of the topic at hand. The gaps in current knowledge are clearly identified and significant directions and approaches to fill these gaps are identified.</i>	<i>There are inconsistencies in the organization and logic of the presentation, though a clear analysis of the materials is present. While synthesis of all aspects of the topic may show varying degrees of development, the overall consistency, thoroughness, and analysis result in a well-crafted document.</i>	<i>Identification of key topics or uncertainties in the field may be incomplete. The paper generally fails to synthesize ideas as a way of arriving at new concepts. Complex topics and related concepts are awkwardly presented and topics may seem disconnected.</i>	<i>Weakness is evident in the coverage of the field and in the analysis, resulting in an incorrect or poorly developed synthesis. Analysis is limited to categorizing and summarizing topics. The resulting document is difficult to follow, to the point where the reader is not sure how far the writer's knowledge extends.</i>	
Evaluator's Name (please print):					
Evaluator's Signature:					
Role on Committee (please circle one): ADVISOR COMMITTEE MEMBER					

Instructions

Direct assessment of written communication skills will take place for masters students at the final written examination and for doctoral students at the written portion of the candidacy examination and the written portion of the dissertation/document defense. The advisor will distribute a rubric to each committee member at the examination, and then collect and return the completed rubrics to the Chair of Graduate Studies immediately following the examination for entry into TracDat.

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