

Rubric for Computer Science Writing Competency Paper

Department of Math & Computer Science

Biola University

Score of 6:

- The paper demonstrates the ability to communicate clearly
 - The paper shows the mark of the student's own labor, critical judgment, and rhetorical shaping
 - The paper is marked by lucid and orderly thinking, substantial depth, fullness, and sophistication of thought.
 - The paper articulates metacognition on the writer's part: analysis of learning strategies, revision techniques, and improvement in writing skills
 - The paper evidences control of diction, syntactic variety, and usage.
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Score of 5:

- The paper reveals the ability to communicate.
 - The paper satisfactorily shows the mark of student's own labor, critical judgment, and rhetorical shaping.
 - The main ideas are well supported with a fair degree of specificity.
 - Organization reveals clarity of thought and paragraphs are coherent units.
 - The writing is largely free of errors in mechanics, usage, and sentence structure.
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Score of 4 (Passing Score):

- The paper comes to terms with the basic task of the assignment but overall it executes the assignment less competently or less systematically than a 5 or 6 paper.
 - There is no serious weakness in organization. Though there may be some disjointedness and lack of focus, the reader can move with relative ease through the discourse.
 - Generalizations are usually supported, though some detail may be lacking or irrelevant.
 - The paper contains some errors in sentence structure and mechanics but not to the point of distracting the reader from the content.
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Score of 3:

- The paper shows difficulty in managing the tasks of the assignment.
- Either a weakness in analytical thinking or lack of development of key ideas is likely.
- The paper marginally demonstrates the ability to communicate.
- Errors in sentence structure, usage, and mechanics do interfere with readability.
- Overall, the paper shows some metacognition on the student's part, but also lack of clarity and depth about revising and the writing process.

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Score of 2:

- The paper does not come to terms with the assignment.
 - The paper shows little development of ideas, and the reader finds it difficult to follow from one point to the next.
 - Writing tasks may be ignored or badly mishandled.
 - Serious errors in reasoning may be present.
 - Serious and frequent errors in sentence structure, usage, and mechanics may be present.
 - Overall, the paper reveals an inability to communicate successfully.
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Score of 1:

- The paper reveals a combination of rhetorical problems from conceptual confusion, disorganization, and a basic inability to handle language.

Adapted from Stevens, Dannelle D., and Antonia J. Levi. *Introduction to Rubrics: An Assessment Tool to Save Grading, Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, Virginia: Stylus Publishing, 2005.