Project Structure
What might make the
writer effective and explain
improvement? Does the
project reflect the
reasons behind the
effects?
In the case of areas for
work, discuss the
strengths and weaknesses.

Issues
Does the writer explain
work?

Questions
Consider
- the topic/issue at hand
- does the writer
sustain attention to those
words/ideas with
words/ideas with
- is evident in jump from
disciplinary/concept
- does the project
maintain a focus on
disciplinary/concept
- does the project
address topics that are
does the project
- does the project
consider
- does the project
consider
- does the project
consider
- does the project
consider

Writing Awareness
- does the writer
- does the writer
- does the writer
- does the writer
- does the writer

Writing Process
- does the writer
- does the writer
- does the writer
- does the writer
- does the writer

Audience
- does the writer
- does the writer
- does the writer
- does the writer
- does the writer

Inquiry and Focus
- does the writer
- does the writer
- does the writer
- does the writer
- does the writer
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Exemplary.</td>
</tr>
<tr>
<td>3</td>
<td>Outstanding.</td>
</tr>
<tr>
<td>2</td>
<td>Adequate.</td>
</tr>
<tr>
<td>1</td>
<td>Poor.</td>
</tr>
</tbody>
</table>

**Dimensions of Score:***
- **Audience**: The writer demonstrates a keen awareness of the intended audience and is able to adapt the writing style, tone, and level of formality accordingly.
- **Purpose**: The writer clearly identifies the purpose of the writing and structures the text to effectively convey that purpose.
- **Conventions**: The writer demonstrates a mastery of the conventions of the discipline/courses and the overall conventions of academic writing.
- **Evidence**: The writer supports their arguments with relevant and appropriate evidence.
- **Organization**: The writing is well-organized, with clear introduction, body, and conclusion sections.
- **Grammar and Mechanics**: The writing is free of errors in grammar, punctuation, and mechanics.
- **Style and Tone**: The writing is engaging and appropriate for the intended audience.
- **Citations**: The writer appropriately cites sources and avoids plagiarism.

**Portfolio Documents:**
- Documents that demonstrate minimal or no understanding of the writing task.

**Portfolio Strategies:**
- Strategies aimed at improving writing skills and preparing for academic writing.

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**Appendix C: Writing Intensive Rubric**

East Carolina University Quality Enhancement Plan