**Name of Student Date**

**Year and Semester (**e.g. 1st semester sophomore**)**

**Writing and Research Rubric**

1. **Awareness of resources**

RATING 1-5:

COMMENTS:

Level 1 – Student has little awareness of easily accessible research materials available at Lilly Library and on the web, but demonstrates an attempt to use sources to support ideas in the writing.

Level 3 - Student has some knowledge of mainstream and non-mainstream sources and demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

Level 5 – Student has Substantial knowledge of mainstream and non-mainstream sources and sophisticated understanding of major research collections and demonstrates skillful use of high quality, credible, relevant sources in order to develop ideas that are appropriate for the discipline and genre of the writing

1. **Use of resources and Evidence**

RATING 1-5:

COMMENTS:

Level 1 - Student is largely unknowledgeable about application of research materials to construct an argument.

Level 3 - Uses appropriate and relevant content to develop and explore ideas through most of the work.

Level 5 - Student constructs sophisticated rhetorical arguments and mobilizes resources towards original research formulations. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

1. **Content Development**

RATING 1-5:

COMMENTS:

Level 1 - Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Level 3 - Uses appropriate and relevant content to explore ideas within the context of the discipline and shape the whole work

Level 5 - Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

1. **Writing Proficiency**

RATING 1-5:

COMMENTS:

Level 1 - Student has limited writing abilities, poor grammar and sentence structure.

Level 3 - Uses straightforward language that generally conveys meaning to readers with clarity, although writing may include some errors.

Level 5 - Student understands the value of active voice, sophisticated writing that propels the translation of dance into literary text. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.

1. **Interpretation of Performance**

RATING 1-5:

COMMENTS:

Level 1 – Student has no basis for appreciating live performance.

Level 5 - Student comprehends complex interactions of energy that produce performance and can articulate streams of aesthetic composition, cultural criteria and individual artistry.

1. **Overall rating now that you’ve judged all of those aspects.**

RATING 1-5:

COMMENTS: