

Fundamentals of Academic Writing Rubric (Version 2.0)

Adapted from:

Razi, S. (2023). Emergency remote teaching adaptation of the anonymous multi-mediated writing model. *System*, 113, 102981. <https://doi.org/10.1016/j.system.2023.102981>

Questions	Rating (Out of 40 points)		
<i>Introduction</i>	<i>0 point</i>	<i>1 point</i>	<i>2 points</i>
<i>1. Topic relevance</i>	Irrelevant topic.	The topic is somewhat relevant.	The topic is extremely relevant.
<i>2. Topic introduction</i>	No introduction of the topic or the problem situation.	Improper introduction of the topic and problem situation.	Proper introduction of the topic and problem situation.
<i>3. Thesis statement</i>	No introduction of the thesis statement.	Improper introduction of the thesis statement.	Proper introduction of the thesis statement.
<i>Citation</i>	<i>0 point</i>	<i>1 point</i>	<i>2 points</i>
<i>4. Citations (Paraphrases & Summaries)</i>	Citations are largely inconsistent and incorrect.	Citations are mostly documented properly.	Citations are properly documented.
<i>5. Direct quotations</i>	Quotations are largely inconsistent and incorrect.	Quotations are mostly documented properly.	Quotations are properly documented.
<i>6. Citation needed</i>	Most expressions lack citations.	Few expressions require citations.	No expression lacks citation.
<i>Academic Writing</i>	<i>0 point</i>	<i>1 point</i>	<i>2 points</i>
<i>7. Formality level</i>	Expressions are largely colloquial. Extensive use of informal words.	Some expressions are colloquial. Informal vocabulary choice is visible.	Expressions are non-colloquial. Academic vocabulary choice is dominant.
<i>8. Passive voice</i>	No use of passive expressions.	Redundant use of passive expressions decreases readability.	Passive expressions are used only when necessary to contribute to academic tone.

<i>9. Complexity</i>	Ideas are presented in short and choppy sentences.	Attempts to use conjunctions for sophisticated connections.	Proper use of conjunctions for sophisticated connections.
<i>10. Abbreviations</i>	Incorrect use of abbreviations.	Inconsistent use of abbreviations.	Proper use of abbreviations.
<i>Idea Presentation</i>	<i>0 point</i>	<i>1 point</i>	<i>2 points</i>
<i>11. Structure of the essay</i>	Essay lacks focus as the overall structure is disorganized.	Focus of the essay is improper as the overall structure has some flaws.	Introduction is followed by well-developed discussion paragraphs and a relevant conclusion section.
<i>12. Main idea and thesis statement relevance</i>	Main ideas largely do not directly contribute to the thesis statement.	Some main ideas lack direct contribution to the thesis statement.	All main ideas in directly contribute to the thesis statement.
<i>13. Conclusions and main idea relevance</i>	Concluding remarks largely are not relevant to the thesis statement.	Some concluding statements lack relevance to the thesis statement.	All concluding remarks are relevant to the thesis statement.
<i>14. Paragraph development</i>	Ill-developed paragraphs with ideas introduced unclearly without exploration or relevant conclusion.	Attempts to develop paragraphs with some flaws relating to introduction of main idea, discussion by blending other sources, and relevant concluding remark.	Well-developed paragraphs considering introduction of main idea, discussion by blending other sources, relevant concluding remark.
<i>15. Flow of ideas including unity and coherence</i>	Ideas are not linked properly by transitions resulting in disunified and incoherent paragraphs.	Ideas are mostly linked properly by transitions in almost unified and coherent paragraphs.	Ideas are linked properly by transitions in unified and coherent paragraphs.
<i>16. Concluding remarks</i>	Concluding remarks are largely ineffective and irrelevant to the ideas discussed.	Concluding remarks are largely effective and relevant to the ideas discussed.	All concluding remarks are effective and relevant to the ideas discussed.

<i>Mechanics</i>	<i>0 point</i>	<i>1 point</i>	<i>2 points</i>
<i>17. Grammar</i>	There are several grammar errors preventing readability of the essay.	There are a few grammar errors causing comprehension problems.	There are no grammar errors.
<i>18. Spelling</i>	There are several spelling errors preventing readability of the essay.	There are a few spelling errors causing comprehension problems.	There are no spelling errors.
<i>19. Punctuation</i>	There are several punctuation errors preventing readability of the essay.	There are a few punctuation errors decreasing reader's enjoyment of the essay.	There are no spelling errors.
<i>20. Short forms</i>	There are several short forms preventing readability of the essay.	There are a few short forms causing comprehension problems.	There are no short forms; full words are used instead.