

Writing Assignment Rubric

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91 / 100 Points

Graded by Dockery, T on 07/26/2024

Note: Scholarly resources are defined as evidence-based practice, peer-reviewed journals; textbook (do not rely solely on your textbook as a reference); and National Standard Guidelines. Review assignment instructions, as this will provide any additional requirements that are not specifically listed on the rubric.

Writing Assignment Rubric – 100 Points					
Criteria	Exemplary Exceeds Expectations	Advanced Meets Expectations	Intermediate Needs Improvement	Novice Inadequate	Total Points

<p>Content of Paper</p>	<p>The writer demonstrates a well-articulated understanding of the subject matter in a clear, complex, and informative manner. The paper content and theories are well developed and linked to the paper requirements and practical experience. The paper includes relevant material that fulfills all objectives of the paper.</p> <p>Follows the assignment instructions around expectations for scholarly references. Uses scholarly resources that were not provided in the course materials.</p> <p>All instruction requirements noted.</p> <p>30 points</p>	<p>The writer demonstrates an understanding of the subject matter, and components of the paper are accurately represented with explanations and application of knowledge to include evidence-based practice, ethics, theory, and/or role. Course materials and scholarly resources support required concepts. The paper includes relevant material that fulfills all objectives of the paper.</p> <p>Follows the assignment instructions around expectations for scholarly references.</p> <p>All instruction requirements noted.</p> <p>26 points</p>	<p>The writer demonstrates a moderate understanding of the subject matter as evidenced by components of the paper being summarized with minimal application to evidence-based practice, theory, or role-development. Course content is present but missing depth and or development.</p> <p>Does not follow the assignment instructions around expectations for scholarly references. Only uses scholarly resources that were provided in the course materials.</p> <p>Most instruction requirements are noted.</p> <p>23 points</p>	<p>Absent application to evidence-based practice, theory, or role development. Use of course content is superficial.</p> <p>Demonstrates incomplete understanding of content and/or inadequate preparation.</p> <p>Content of paper is inaccurately portrayed or missing.</p> <p>Does not follow the assignment instructions around expectations for scholarly references. Does not use scholarly resources.</p> <p>Missing some instruction requirements.</p> <p>20 points</p>	<p>30</p>
<p>Level: Advanced Meets Expectations Grade: 26/30 Points</p> <div data-bbox="352 1084 1822 1401" style="border: 1px solid red; padding: 10px;"> <p style="color: red; text-align: center;">Content of Paper Feedback</p> <p>It sounds like you want to implement an EHR with a Practice Management System (PMS) for scheduling and that your intervention will be aimed at both patients and providers, right? You could probably have an infographic that you use that could potentially appeal to both as well as individual infographics, all of which could be used on a social media platform(s). I recommend doing some research about social medial platforms that are widely used to share information about mental health so that you are reaching the right audiences.</p> <p>Also, be sure to discuss the model chosen and value system of DNP.</p> </div>					

Analysis and Synthesis of Paper Content and Meaning	<p>Through critical analysis, the submitted paper provides an accurate, clear, concise, and complete presentation of the required content.</p> <p>Information from scholarly resources is synthesized, providing new information or insight related to the context of the assignment by providing both supportive and alternative information or viewpoints.</p> <p>All instruction requirements noted.</p> <p>30 points</p>	<p>Paper is complete, providing evidence of further synthesis of course content via scholarly resources.</p> <p>Information is synthesized to help fulfill paper requirements. The content supports at least one viewpoint.</p> <p>All instruction requirements noted.</p> <p>26 points</p>	<p>Paper lacks clarification or new information. Scholarly reference supports the content without adding any new information or insight. The paper's content may be confusing or unclear, and the summary may be incomplete.</p> <p>Most instruction requirements are noted.</p> <p>23 points</p>	<p>Submission is primarily a summation of the assignment without further synthesis of course content or analysis of the scenario.</p> <p>Demonstrates incomplete understanding of content and/or inadequate preparation.</p> <p>Missing some instruction requirements.</p> <p>Submits assignment late.</p> <p>20 points</p>	30
	<p>Level: Exemplary Exceeds Expectations Grade: 28/30 Points</p>				

Application of Knowledge	<p>The summary of the paper provides information validated via scholarly resources that offer a multidisciplinary approach.</p> <p>The student's application in practice is accurate and plausible, and additional scholarly resource(s) supporting the application is provided.</p> <p>All questions posed within the assignment are answered in a well-developed manner with citations for validation.</p> <p>All instruction requirements noted.</p> <p>30 points</p>	<p>A summary of the paper's content, findings, and knowledge gained from the assignment is presented.</p> <p>Student indicates how the information will be used within their professional practice.</p> <p>All instruction requirements noted.</p> <p>26 points</p>	<p>Objective criteria are not clearly used, allowing for a more superficial application of content between the assignment and the broader course content.</p> <p>Student's indication of how they will apply this new knowledge to their clinical practice is vague.</p> <p>Most instruction requirements are noted.</p> <p>23 points</p>	<p>The application of knowledge is significantly lacking.</p> <p>Student's indication of how they will apply this new knowledge to their clinical practice is not practical or feasible.</p> <p>Demonstrates incomplete understanding of content and/or inadequate preparation.</p> <p>Application of knowledge is incorrect and/or student fails to explain how the information will be used within their personal practice.</p> <p>Missing several instruction requirements.</p> <p>Submits assignment late.</p> <p>20 points</p>	30
	<p>Level: Exemplary Exceeds Expectations</p> <p>Grade: 28/30 Points</p>				

Organization	Well-organized content with a clear and complex purpose statement and content argument. Writing is concise with a logical flow of ideas. 5 points	Organized content with an informative purpose statement and supportive content and summary statement. Argument content is developed with minimal issues in content flow. 4 points	Poor organization, and flow of ideas distract from content. Narrative is difficult to follow and frequently causes reader to reread work. Purpose statement is noted. 3 points	Illogical flow of ideas. Missing significant content. Prose rambles. Purpose statement is unclear or missing. Demonstrates incomplete understanding of content and/or inadequate preparation. No purpose statement. Submits assignment late. 2 points	5
	Level: Exemplary Exceeds Expectations Grade: 5/5 Points				

<p>APA, Grammar, and Spelling</p>	<p>Correct APA formatting with no errors.</p> <p>The writer correctly identifies reading audience, as demonstrated by appropriate language (avoids jargon and simplifies complex concepts appropriately).</p> <p>Writing is concise, in active voice, and avoids awkward transitions and overuse of conjunctions.</p> <p>There are no spelling, punctuation, or word-usage errors.</p> <p>5 points</p>	<p>Correct and consistent APA formatting of references and cites all references used. No more than two unique APA errors.</p> <p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability.</p> <p>There are minimal to no grammar, punctuation, or word-usage errors.</p> <p>4 points</p>	<p>Three to four unique APA formatting errors.</p> <p>The writer occasionally uses awkward sentence construction or overuses/inappropriately uses complex sentence structure. Problems with word usage (evidence of incorrect use of thesaurus) and punctuation persist, often causing some difficulties with grammar. Some words, transitional phrases, and conjunctions are overused.</p> <p>Multiple grammar, punctuation, or word usage errors.</p> <p>3 points</p>	<p>Five or more unique formatting errors or no attempt to format in APA.</p> <p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (conforms to spoken language).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p>Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p>Submits assignment late.</p> <p>2 points</p>	<p>5</p>
	<p>Level: Advanced Meets Expectations Grade: 4/5 Points</p> <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p style="color: red; font-size: 1.2em; text-align: center;">APA, Grammar, and Spelling Feedback</p> <p style="text-align: center;">First level heading should be centered</p> </div>				
<p style="text-align: right;">Total Points</p>					<p>100</p>