

Rubric for academic web-based writing
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As the medium in which teaching and learning take place shifts, we need to rethink traditional modes of assessing student work. Below you will find a generic, flexible rubric that I designed to assess regular, web-based writing for an undergraduate seminar at NYU Abu Dhabi. The Core Curriculum designation for this course is “Data and Discovery.” As such, it is particularly designed for humanities courses that have a digital component to them and where working with data accompanies more traditional, seminar-style reading and discussion.

Student written work in digital environments, I would argue, not only needs to be clear and informative, but it also needs to take advantage of the particular medium in which it is written—in my courses this means a regular blog of 750 words (with visuals) published in their own site—and to consider the audience of an educated, connected web reader. According to the nature of specific assignments, I omitted or emphasized specific criteria therein.

Criterion	Exemplary	Well Done	Developing	Inadequate
Concision	Excellent balance of concision, interpretation and detail. Excellent use of visuals, cross-referencing.	Well balanced in concision and detail. Good use of visuals or cross-referenced with links.	Perhaps a bit too long or a too short.	Runs on for far too long, or conversely, does not demonstrate enough thinking and is too short.
Platform	Takes excellent advantage of the affordances of the platform.	Uses most of the affordance of the platform.	Some of the affordances of the platform are used, resembles more writing pasted into a website.	Basically writing pasted into a website.
Audience	Exemplary in the balance of public facing writing and translating the issues of the course to a general audience.	Very good in the balance of public facing writing and translating the issues of the course to a general audience.	Perhaps too informal or personal at the expense of the ability to communicate to an educated reader.	Either too technical or too informal.

Data	Includes downloadable links to all data used, well-structured and in appropriate formats.	Data provided, perhaps not complete, explained or well structured.	Data incomplete or poorly structured	Data not present.
Incorporation of Reading / Citation	Makes excellent use of 2-3 of the readings of the unit, or other web-based knowledge on the topic. Concisely integrated.	Good use of readings or other web-based knowledge on the topic. Basically integrated.	Has begun to learn about citation and links in web writing, but more improvement necessary.	Does not cite others, integrate the main ideas of the course, no links to web knowledge.
Process	Exemplary balance of explaining issues of process and interpretation of product.	Does a good job of describing process and product, but perhaps not integrated.	Focuses too much on the process or the product.	Either process or product is missing.

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