Writing Rubric

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| QualityCriteria | No/Limited Proficiency(0-1 point) | Some Proficiency(1.5 points) | Proficiency(2 points) | High Proficiency(2.5 points) | Points |
| 1. Thesis/Focus:(a) Clarity(b) Originality | Reader cannot determine thesis& purpose OR thesis has norelation to the writing task. | Thesis and purpose aresomewhat vague OR onlyloosely related to the writingtask,AND/OR unimaginative | Thesis and purpose are fairlyclear and match the writingtask. Thesis and purpose aresomewhat original. | Thesis and purpose are clear;closely match the writing task,and provide fresh insight. |  |
| 2. Organization:(a) Thesis support(b) Idea sequence(c) Transitions | Unclear organization ORorganizational plan isinappropriate to thesis. Notransitions. | Some signs of logicalorganization in support of thethesis. Transitions are abrupt,illogical, and ineffective. | Organization supports thesisand purpose. Transitions aregenerally appropriate.However, sequence of ideascould be improved | Fully & imaginatively supportsthesis & purpose. Sequence ofideas is effective. Transitions aresmooth and effective |  |
| 3. Support/Reasoning:(a) Quality of ideas(b) Explicitassumptions(c) Good details | Offers simplistic, undeveloped,or cryptic support for ideas;Inappropriate or off-topicgeneralizations, faultyassumptions, errors of fact. | Offers some support that maythat may be dubious, too broador obvious. Details are toogeneral, not interpreted,irrelevant to thesis, orinappropriately repetitive | Offers solid but less originalreasoning. Assumptions arenot always recognized or madeexplicit. Contains someappropriate details orexamples | Substantial, logical, & concretedevelopment of ideas.Assumptions are made explicit.Details are germane, original, andconvincingly interpreted |  |
| 4. Use of sources:(a) Documentation(b) Variety of sources(c) Style manual | Fails to use sources AND/ORoveruse of quotations orparaphrase AND/OR usessource material withoutacknowledgement. | Uses relevant sources butsubstitutes them for the writer’sown ideas. Quotations &paraphrases may be too longand/or inconsistently referenced. | Uses sources to support,extend, and inform, the writer’sown development of idea.Doesn’t overuse quotes, butmay not always conform torequired style manual. | Uses sources to support, extend,and inform, but not substitutewriter’s own development of idea.Skillfully combines material froma variety of sources. Alwaysconforms to style manual. |  |
| 5. Style(a) Sentences arevaried(b) Precise diction(c) Tone/Voicesuitable for topic | Superficial and stereotypicallanguage. Oral rather thanwritten language patternspredominate | Sentences show little variety,simplistic. Diction is somewhatimmature; relies on clichés.Tone may have someinconsistencies in tense andperson | Sentences show some variety& complexity. Uneven control.Diction is accurate, generallyappropriate, less advanced.Tone is appropriate | Sentences are varied, complex, &employed for effect. Diction isprecise, appropriate, usingadvanced vocabulary. Tone ismature, consistent, suitable fortopic and audience |  |
| 6. WritingConventions:Grammar/Spelling/Usage/Punctuation | Mechanical & usage errors sosevere that writer’s ideas aredifficult to understand | Repeated weaknesses inmechanics and usage. Patternof flaws | Grammar and syntax arecorrect with very few errors inspelling or punctuation. | Essentially error free. Evidence ofsuperior control of diction |  |