Writing Rubric

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| Quality  Criteria | 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 no  relation to the writing task. | Thesis and purpose are  somewhat vague OR only  loosely related to the writing  task,  AND/OR unimaginative | Thesis and purpose are fairly  clear and match the writing  task. Thesis and purpose are  somewhat 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 OR  organizational plan is  inappropriate to thesis. No  transitions. | Some signs of logical  organization in support of the  thesis. Transitions are abrupt,  illogical, and ineffective. | Organization supports thesis  and purpose. Transitions are  generally appropriate.  However, sequence of ideas  could be improved | Fully & imaginatively supports  thesis & purpose. Sequence of  ideas is effective. Transitions are  smooth and effective |  |
| 3. Support/  Reasoning:  (a) Quality of ideas  (b) Explicit  assumptions  (c) Good details | Offers simplistic, undeveloped,  or cryptic support for ideas;  Inappropriate or off-topic  generalizations, faulty  assumptions, errors of fact. | Offers some support that may  that may be dubious, too broad  or obvious. Details are too  general, not interpreted,  irrelevant to thesis, or  inappropriately repetitive | Offers solid but less original  reasoning. Assumptions are  not always recognized or made  explicit. Contains some  appropriate details or  examples | Substantial, logical, & concrete  development of ideas.  Assumptions are made explicit.  Details are germane, original, and  convincingly interpreted |  |
| 4. Use of sources:  (a) Documentation  (b) Variety of sources  (c) Style manual | Fails to use sources AND/OR  overuse of quotations or  paraphrase AND/OR uses  source material without  acknowledgement. | Uses relevant sources but  substitutes them for the writer’s  own ideas. Quotations &  paraphrases may be too long  and/or inconsistently referenced. | Uses sources to support,  extend, and inform, the writer’s  own development of idea.  Doesn’t overuse quotes, but  may not always conform to  required style manual. | Uses sources to support, extend,  and inform, but not substitute  writer’s own development of idea.  Skillfully combines material from  a variety of sources. Always  conforms to style manual. |  |
| 5. Style  (a) Sentences are  varied  (b) Precise diction  (c) Tone/Voice  suitable for topic | Superficial and stereotypical  language. Oral rather than  written language patterns  predominate | Sentences show little variety,  simplistic. Diction is somewhat  immature; relies on clichés.  Tone may have some  inconsistencies in tense and  person | Sentences show some variety  & complexity. Uneven control.  Diction is accurate, generally  appropriate, less advanced.  Tone is appropriate | Sentences are varied, complex, &  employed for effect. Diction is  precise, appropriate, using  advanced vocabulary. Tone is  mature, consistent, suitable for  topic and audience |  |
| 6. Writing  Conventions:  Grammar/Spelling/  Usage/Punctuation | Mechanical & usage errors so  severe that writer’s ideas are  difficult to understand | Repeated weaknesses in  mechanics and usage. Pattern  of flaws | Grammar and syntax are  correct with very few errors in  spelling or punctuation. | Essentially error free. Evidence of  superior control of diction |  |