

Rubric for Grading Writing

Categories	4	3	2	1	0	Points Earned
<p>1</p> <p>Development & Organization</p>	<ul style="list-style-type: none"> has a purposeful introduction which includes an insightful and advanced thesis statement, claim, argument, or presentation of ideas has development that shows excellent critical and analytical thinking has very strong overall organization that includes clear and coherent paragraph structure has smooth, creative transitions connecting paragraphs and ideas 	<ul style="list-style-type: none"> has a strong introduction which includes a clear and effective thesis statement, claim, argument, or presentation of ideas has development that shows strong critical thinking has strong overall organization that includes clear paragraph structure transitions smoothly from paragraph to paragraph 	<ul style="list-style-type: none"> has a basic introduction which includes a sufficient thesis statement, claim, argument, or presentation of ideas has development that shows some competent critical thinking has sufficient overall organization, but may have lapses in paragraph structure contains simplistic transitions between paragraphs and ideas 	<ul style="list-style-type: none"> has a weak introduction with a limited thesis statement, claim, argument, or presentation of ideas has development that shows faulty or inconsistent critical thinking is limited in its organization and has faulty, inconsistent paragraph structure exhibits choppy or missing transitions 	<ul style="list-style-type: none"> has a severely limited introduction with a flawed or nonexistent thesis statement, claim, argument, or presentation of ideas has development that shows no critical thinking is disorganized and has no paragraph structure contains no transitions and demonstrates serious problems with coherence or progression of ideas 	
<p>2</p> <p>Support & Focus</p>	<ul style="list-style-type: none"> exhibits mastery in the use of text-based examples, details, and evidence for support has superior explanation of how examples and details relate to thesis maintains clear focus throughout shows insightful analytical and logical progression of thoughts and ideas 	<ul style="list-style-type: none"> includes multiple text-based examples, details, and evidence as support shows generally strong explanation of how examples and details relate to thesis maintains relatively strong focus throughout shows reasonably strong logic when connecting thoughts and ideas 	<ul style="list-style-type: none"> includes basic examples, details, and evidence as support correlation between examples and thesis is apparent, but may have connections that are weak or inconsistent has adequate focus, but may contain some incoherent or off-topic areas illustrates basic logic in the progression of thoughts and ideas 	<ul style="list-style-type: none"> has inadequate or weak examples, details, or evidence, and questionable support correlation between examples and thesis is inefficient has limited or ambiguous focus contains flawed or insubstantial logic 	<ul style="list-style-type: none"> has insufficient or missing support offers no connections between thoughts and ideas has no discernible focus illustrates no evidence of logic 	
<p>3</p> <p>Language & Vocabulary</p>	<ul style="list-style-type: none"> demonstrates skillful and comprehensive use of language includes accurate use of advanced vocabulary, including domain-specific terms maintains a thoughtful and consistent writing style appropriate for purpose and audience 	<ul style="list-style-type: none"> demonstrates a solid understanding and use of language correctly incorporates a varied vocabulary, including precise terms necessary to understand the content maintains a writing style appropriate for purpose and audience 	<ul style="list-style-type: none"> uses language sufficiently demonstrates an appropriate vocabulary, but may be weak or inaccurate at times has a writing style that is generally appropriate but may have areas of weakness 	<ul style="list-style-type: none"> illustrates a weak use of language uses repetitive or simplistic vocabulary has a writing style that is inconsistent or inappropriate for purpose or audience 	<ul style="list-style-type: none"> has fundamental errors in basic language structure includes severely limited vocabulary has no apparent writing style 	

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<p>4 Building Conclusions</p>	<ul style="list-style-type: none"> has a well-crafted conclusion that adeptly summarizes the ideas put forth in the thesis statement has a conclusion that concisely and succinctly reflects the introduction (i.e. comes full circle) 	<ul style="list-style-type: none"> has a strong conclusion that provides a thoughtful summary of presented ideas has a conclusion that supports and complements the introduction 	<ul style="list-style-type: none"> has a conclusion which offers a basic summary of the primary ideas has a conclusion that generally supports the introduction, but may be weak due to loose ends or flat repetition (simple restatement of the ideas offered in the thesis statement) 	<ul style="list-style-type: none"> has a weak conclusion that does not relate to the presented ideas has a conclusion that is disjointed and does not summarize or reflect the ideas put forth in the introduction 	<ul style="list-style-type: none"> has no discernible conclusion 	
<p>5 Revising & Editing</p>	<ul style="list-style-type: none"> has undergone thorough and extensive revising, editing, and proofreading (with support from instructor) is free of almost all errors in grammar and spelling has complex, well-crafted sentences with variety in sentence structure is free of almost all errors in punctuation, citation, and mechanics follows correct format for genre used (titles, headings, margins, page #s, indentations for drama or poetry, etc.) 	<ul style="list-style-type: none"> has undergone necessary revising, editing, and proofreading (with support from instructor) is generally free of major errors in grammar and spelling has strong, clearly written sentences with some variety in sentence structure is generally free of major errors in punctuation, citation, and mechanics follows proper paper format overall 	<ul style="list-style-type: none"> has undergone some revising, editing, and proofreading may have occasional errors in grammar and spelling generally has clearly written sentences and adequate sentence structure, but may be weak or inadequate in some spots may have occasional errors in punctuation, citation, and mechanics may be missing a formatting element 	<ul style="list-style-type: none"> needs to undergo revising, editing, and proofreading process contains multiple consistent errors in grammar and spelling demonstrates multiple problems in sentence structure has an accumulation of consistent errors in punctuation, citation, and mechanics is missing multiple elements of formatting 	<ul style="list-style-type: none"> shows no evidence of revising, editing, or proofreading shows severe errors in grammar and spelling contains such flawed sentences to the point where meaning is obscured has inconsistent or missing punctuation, citation, and mechanics has no apparent format 	

Overall Score:

Score Ranges:

16-20 points: Excellent - student performing consistently above grade level

11-15 points: Very Good - student performing at grade level

6-10 points: Satisfactory - student performing at grade level, but with weakness in some areas

1-5 points: Unsatisfactory - student performing consistently below grade level

0 points: N/A – student not performing in any area