Writing Assessment Rubric *revised 6-12-07*

	Highly Competent	Competent	Not Competent	N/A
Formatting & Sentence Level Concerns: Internally consistent	.Formatted according to instructions including appropriate use of headings and other required elements. .Free of sentence and syntax errors (e.g. fragments, run-ons, comma splices, grammatically unparallel sentence, and incorrect or awkward wording and word choice). .Employs correct grammar, spelling, and punctuation (e.g. subjects and verbs agree, tenses are consistent, words are correctly capitalized, homonyms are used correctly, and so on).	.Few errors in spelling or grammar (proof read, not just spell-checked!). .Generally follows format as instructed; there are no major errors in formatting. .May sometimes use improper parallel structure, inappropriate words, or occasionally miss sentence boundaries. .May contain an inappropriate switch in tense.	.Frequent problems causing the reader to halt or struggle .Includes sentence run-ons, fragments, comma splices, and non-parallel structures and/or errors in grammar, syntax, word choice, spelling, and punctuation. .Errors in the first sentences of the document cause immediate bad impression. Incorrect, little, or no formatting.	
	If the above requirements for competency are not met, the writing can not be considered competent.			
Audience, Tone, and Style	.Submitted work contains proper techniques and organization to effectively achieve intended purpose. .Prose selected is the most appropriate for audience. .Uses appropriate quoting with signal phrases. .Indicates proper quoting for fact and for opinion/demonstration.	.Submitted work fulfills most of the assignment. .Addresses the audience using an appropriate tone and voice, but the work might not be overly persuasive or convincing based on phrasing. .Word choice and/or level of detail should be more effective.	.Submitted work does not follow the assignment. .Does not address the audience appropriately. .Contains poor word choice. .Does not persuade or present position well.	
Content: Analysis and thought quality	.Content is clearly and concisely stated and exhibits mastery of material/topic. .The work represents appropriate specificity and analysis, including logical presentation of information, critical thinking, persuasion, and appropriate conclusions.	.Content is stated but may not indicate thorough knowledge of material/topic. .The work contains the required elements, but does not show synthesis and or analysis .May not be persuasive and lacks a strong conclusion.	.Does not demonstrate a clear grasp of content and/or content is not relevant. .The flow is not consistent or logical. .Conclusion may be a repetition of previously stated passages.	
Organization and Flow	.Clear, balanced, well-developed, including a well-stated thesis; related points to support that thesis; and applicable, logically presented, specific evidence with appropriate transitions between sections. .Paragraphs are appropriate length. .Points are clearly made and are not overly-reliant on quotations from sources. .Concluding paragraph developed from the argument.	.Includes a thesis statement, which may not be the most effective argument. .Provides some support for the thesis but may be lacking full support. .Writer may rely heavily on quotations from sources, but the intent is clear.	.Does not include a thesis .Does not provide logical support for thesis and purpose of written work. .Relies too heavily on quoted sources, and a summary statement or conclusion may not be presented.	
Use of Sources	.Multiple, credible sources to support arguments and assertions. .Always uses proper citation format.	.Uses sources and proper citation format, but may not select the best sources or provide strong support for the argument presented. .May rely heavily on one source throughout	.Does not use appropriate sources or sources are missing entirely. .May not use required citation format	
Overall	.All of the above criteria are met.	.Most of the above criteria are met or exceeded.	.Performance indicates lack of competence	