

## Writing Assessment Rubric *revised 6-12-07*

	Highly Competent	Competent	Not Competent	N/A
<b>Formatting &amp; Sentence Level Concerns:</b> <b>Internally Consistent</b>	<ul style="list-style-type: none"> <li>.Formatted according to instructions including appropriate use of headings and other required elements.</li> <li>.Free of sentence and syntax errors (e.g. fragments, run-ons, comma splices, grammatically unparallel sentence, and incorrect or awkward wording and word choice).</li> <li>.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).</li> </ul>	<ul style="list-style-type: none"> <li>.Few errors in spelling or grammar (proof read, not just spell-checked!).</li> <li>.Generally follows format as instructed; there are no major errors in formatting.</li> <li>.May sometimes use improper parallel structure, inappropriate words, or occasionally miss sentence boundaries.</li> <li>.May contain an inappropriate switch in tense.</li> </ul>	<ul style="list-style-type: none"> <li>.Frequent problems causing the reader to halt or struggle</li> <li>.Includes sentence run-ons, fragments, comma splices, and non-parallel structures and/or errors in grammar, syntax, word choice, spelling, and punctuation.</li> <li>.Errors in the first sentences of the document cause immediate bad impression.</li> <li>.Incorrect, little, or no formatting.</li> </ul>	
<b><i>If the above requirements for competency are not met, the writing can not be considered competent.</i></b>				
<b>Audience, Tone, and Style</b>	<ul style="list-style-type: none"> <li>.Submitted work contains proper techniques and organization to effectively achieve intended purpose.</li> <li>.Prose selected is the most appropriate for audience.</li> <li>.Uses appropriate quoting with signal phrases.</li> <li>.Indicates proper quoting for fact and for opinion/demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>.Submitted work fulfills most of the assignment.</li> <li>.Addresses the audience using an appropriate tone and voice, but the work might not be overly persuasive or convincing based on phrasing.</li> <li>.Word choice and/or level of detail should be more effective.</li> </ul>	<ul style="list-style-type: none"> <li>.Submitted work does not follow the assignment.</li> <li>.Does not address the audience appropriately.</li> <li>.Contains poor word choice.</li> <li>.Does not persuade or present position well.</li> </ul>	
<b>Content:</b> <b>Analysis and Thought quality</b>	<ul style="list-style-type: none"> <li>.Content is clearly and concisely stated and exhibits mastery of material/topic.</li> <li>.The work represents appropriate specificity and analysis, including logical presentation of information, critical thinking, persuasion, and appropriate conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>.Content is stated but may not indicate thorough knowledge of material/topic.</li> <li>.The work contains the required elements, but does not show synthesis and or analysis</li> <li>.May not be persuasive and lacks a strong conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>.Does not demonstrate a clear grasp of content and/or content is not relevant.</li> <li>.The flow is not consistent or logical.</li> <li>.Conclusion may be a repetition of previously stated passages.</li> </ul>	
<b>Organization and Flow</b>	<ul style="list-style-type: none"> <li>.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.</li> <li>.Paragraphs are appropriate length.</li> <li>.Points are clearly made and are not overly-reliant on quotations from sources.</li> <li>.Concluding paragraph developed from the argument.</li> </ul>	<ul style="list-style-type: none"> <li>.Includes a thesis statement, which may not be the most effective argument.</li> <li>.Provides some support for the thesis but may be lacking full support.</li> <li>.Writer may rely heavily on quotations from sources, but the intent is clear.</li> </ul>	<ul style="list-style-type: none"> <li>.Does not include a thesis</li> <li>.Does not provide logical support for thesis and purpose of written work.</li> <li>.Relies too heavily on quoted sources, and a summary statement or conclusion may not be presented.</li> </ul>	
<b>Use of Sources</b>	<ul style="list-style-type: none"> <li>.Multiple, credible sources to support arguments and assertions.</li> <li>.Always uses proper citation format.</li> </ul>	<ul style="list-style-type: none"> <li>.Uses sources and proper citation format, but may not select the best sources or provide strong support for the argument presented.</li> <li>.May rely heavily on one source throughout</li> </ul>	<ul style="list-style-type: none"> <li>.Does not use appropriate sources or sources are missing entirely.</li> <li>.May not use required citation format</li> </ul>	
<b>Overall</b>	<ul style="list-style-type: none"> <li>.All of the above criteria are met.</li> </ul>	<ul style="list-style-type: none"> <li>.Most of the above criteria are met or exceeded.</li> </ul>	<ul style="list-style-type: none"> <li>.Performance indicates lack of competence</li> </ul>	