Writing Rubric

On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

Four-Point Rubric

4 = High level excellence in evidence of writing ability and performance at the college level
3 = Demonstrable, competent, expected evidence of writing ability and performance at the college level
2 = Minimally acceptable, inconsistent evidence of writing ability and performance at the college level
1 = Poor, unacceptable evidence of critical thinking ability and performance at the college level

| Content | 4. Maintains clear and obvious purposes; focuses clearly on one significant main idea or topic throughout; work meets or exceeds length requirements; demonstrates superior knowledge of resource documentation if required.  
3. Contains purpose but not consistently clear or obvious; presents one main idea or topic but the significance is less clear; work meets length requirements; documents resources but may not be error free.  
2. Presents a purpose that is confused, general, or vague; presents main idea but does not state it precisely or clearly; work comes close but does not meet length requirements; uses incorrect documentation (when required) or no documentation.  
1. Does not present a unified purpose; presents main idea but does not state it precisely or clearly; work does not meet length requirements; uses incorrect documentation (when required) or no documentation. |
| --- | --- |
| Organization | 4. Maintains clear and obvious organization; demonstrates effective paragraphing using appropriate transitions with emphasis upon conveying the relationship between ideas.  
3. Uses a suitable organizational plan; contains adequate paragraphing with some transitions that attempt to convey relationships between ideas.  
2. Inadequate paragraphing with few transitions; unclear or jumbled paragraphs; unclear or jumbled sentences; paragraphs are sometimes not balanced in amount of development and support.  
1. Uses no organizational plan; paragraphs are unclear and contain no transitions; unclear or jumbled sentences; paragraphs not balanced in amount of development and support. |
| Grammar and Mechanics | 4. Uses correct, varied sentences with few, if any, errors in mechanics, grammar, syntax, or spelling.  
3. Uses sentences that are usually correct but sometimes awkward; some errors in mechanics, grammar, syntax, or spelling that does not affect reader understanding.  
2. Writing that exhibits some difficulties with: fragments, person shifts, comma splices, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage.  
1. Writing that exhibits multiple difficulties with: fragments, person shifts, comma splices, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage. |
| --- | --- |
| Language | 4. Uses language effectively (applies terms correctly), with a consistent and appropriate tone for the intended audience.  
3. Uses language that is adequate but occasionally unclear; incorporates tone that may be uneven or inconsistent for the intended audience.  
2. Uses language that is sometimes inadequate and unclear; vocabulary is often unclear and repetitious; passive voice is used; diction is often nonstandard; inconsistent voice or tone; terminology is often difficult to understand or is misused.  
1. Uses language that is inadequate and unclear; vocabulary is unclear and repetitious; passive voice is used; diction is nonstandard; inconsistent voice or tone; terminology is difficult to understand or is misused. |