The Writing Competency
Rio Salado College

On a written assignment, the student will demonstrate the ability to 1) generate relevant and sufficient content; 2) organize his or her thoughts coherently; 3) adhere to the conventions of correct mechanics and sentence structure; and 4) use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

Writing Competency: 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 writing ability and performance at the college level

| Content | 4. Maintains clear, obvious purpose  
|         | 3. Contains purpose but not consistently clear or obvious  
|         | 2. Presents a purpose that is confused, general, or vague  
|         | 1. Does not present a unifying purpose |
| Organization | 4. Maintains clear and obvious organization  
|              | 3. Uses a suitable organizational plan  
|              | 2. Unclear organizational plan  
|              | 1. Does not present an organizational plan |
| Sentence Structure and Mechanical Errors | 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 with some errors in mechanics, grammar, syntax or spelling  
|                                             | 2. Uses sentences that are often incorrect and are difficult for the reader to understand with multiple errors in mechanics, grammar, syntax, or spelling  
|                                             | 1. Uses sentences that are incorrect and are impossible for the reader to understand with many errors in mechanics, grammar, syntax, or spelling |
| Language | 4. Uses language effectively, with a consistent and appropriate tone for the intended audience  
|          | 3. Uses language that is adequate but occasionally unclear  
|          | 2. Uses language that is sometimes inadequate and unclear  
|          | 1. Uses language that is inadequate and unclear |