Rio Salado College

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.

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