

WRITING RUBRIC

Total Score _____

Distinguished (3)	Proficient (2)	Marginal (1)	Unacceptable (0)
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Quality of Purpose

The purpose or thesis was extremely clear and precise.	The purpose or thesis was for the most part understandable and clear.	The purpose or thesis was suggested but needed to be more specific and explicit.	The purpose or thesis was not stated.
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Critical Thinking & Substantiation

Strong critical thinking was evident throughout the paper, as seen in well-developed arguments and the plentiful use of details and specific examples.	Some critical thinking was evident, as the paper was well developed and mostly supported with examples.	The paper was somewhat developed, and support was sometimes offered, but limited, with little evidence of critical thinking processes.	The paper was poorly developed, vague, and over-generalized. Little to no evidence of critical thinking processes or supporting details.
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Paragraph & Sentence Organization

All paragraphs were organized around topic sentences and fully developed. Transitions were used effectively. Sentences were varied and well written.	Most paragraphs were organized around topic sentences and well developed. Transitions were adequate. Most sentences were varied and well written.	Some paragraphs were organized around topic sentences with some development. Transitions were weak. Sentences were only somewhat varied, and some were awkward.	Little to no paragraph organization. Transitions were poor. Most sentences followed the same pattern, and many were awkward and hard to understand.
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Grammar/Mechanics/Usage/Spelling/Citation Formatting

No major errors; up to 2 different minor errors; up to 2 different citation errors. (See below.)	One major error; 3 minor errors; 3 citation errors. (See below.)	Two different major errors; 4 different minor errors; 4 citation errors. (See below.)	Three or more different major errors; 5 different minor errors; 5 citation errors. (See below.)
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When counting the below errors for the final assessment category, do not count multiple instances of the same type of errors. Only count the different types of errors. If the student qualifies for different scores in different categories, select the lowest possible category. EXAMPLE: If a student commits only one major error but three minor errors, the student should be scored as "Proficient (2)."

Major Errors:

- Spelling errors
- Comma splices
- Sentence fragments
- Fused sentences
- Subject-verb agreement

Minor Errors:

- Comma errors (NOT comma splices)
- General punctuation errors (apostrophes, etc.)
- Pronoun errors ("A student needs to study their hardest to pass.")
- Sentence structure errors (such as choppiness, lack of parallelism, etc.)
- In-text citation or reference list error

Citation Errors:

- Missing citation
- Incorrect citation style (APA, MLA, etc)
- Missing reference list
- In-text citation formatting error
- Reference list formatting error