

Writing Rubric

On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize their 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 their 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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Organization	<p>4. Maintains clear and obvious organization; demonstrates effective paragraphing using appropriate transitions with emphasis upon conveying the relationship between ideas.</p> <p>3. Uses a suitable organizational plan; contains adequate paragraphing with some transitions that attempt to convey relationships between ideas.</p> <p>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.</p> <p>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.</p>

Grammar and Mechanics	<p>4. Uses correct, varied sentences with few, if any, errors in mechanics, grammar, syntax, or spelling.</p> <p>3. Uses sentences that are usually correct but sometimes awkward; some errors in mechanics, grammar, syntax, or spelling that does not affect reader understanding.</p> <p>2. Writing that exhibits <i>some</i> difficulties with: fragments, person shifts, comma splices, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage.</p> <p>1. Writing that exhibits <i>multiple</i> difficulties with: fragments, person shifts, comma splices, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage.</p>
Language	<p>4. Uses language effectively (applies terms correctly), with a consistent and appropriate tone for the intended audience.</p> <p>3. Uses language that is adequate but occasionally unclear; incorporates tone that may be uneven or inconsistent for the intended audience.</p> <p>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.</p> <p>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.</p>



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