Writing Rubric
(adapted from: Barbara Walvoord, Winthrop Univ., Virginia Community College System, Univ. of Washington)

Quality Criteria	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency	(Rating)
1. Thesis/Focus: (a) Originality	Thesis is missing	Thesis may be obvious or unimaginative	Thesis is somewhat original	Develops fresh insight that challenges the reader's thinking;	
2. Thesis/Focus: (b) Clarity	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task	Thesis and purpose are somewhat vague OR only loosely related to the writing task	Thesis and purpose are fairly clear and match the writing task	Thesis and purpose are clear to the reader; closely match the writing task	
3. Organization	Unclear organization OR organizational plan is inappropriate to thesis. No transitions	Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved	Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective. Transitions are effective	
4. Support/ Reasoning (a) Ideas (b) Details	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	
5. Use of sources/ Documentation	Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement.)	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, incl. pers. observation, scientific data, authoritative testimony. Doesn't overuse quotes.	

6. Audience awareness	Little or no awareness of audience or form's requirements. Egocentric. A written form of speech for one's self.	Stance is that of a novice attempting to please an expert.	Stance is somewhat tentative and meets reader's needs with some skill, but is not as consistently successful.	Stance is that of an expert who consistently and skillfully anticipates reader's needs. Rhetorically sophisticated.	

7. Style
  (a) Sentences
  (b) Diction/Syntax
  (c) Tone/Voice
	Superficial and stereotypical language. Oral rather than written language patterns predominate	Sentences show little variety, simplistic. Diction is somewhat immature; relies on clichés. Tone may have some inconsistencies in tense and person	Sentences show some variety & complexity. Uneven control. Diction is accurate, generally appropriate, less advanced. Tone is usually appropriate	Sentences are varied, complex, & employed for effect. Diction is precise, appropriate, using advanced vocabulary. Tone is mature, consistent, suitable for topic and audience	

8. Writing Conventions: Grammar/Spelling/ Usage/Punctuation	Mechanical & usage errors so severe that writer's ideas are hidden	Repeated weaknesses in mechanics and usage. Pattern of flaws	Mechanical and usage errors that do not interfere with meaning	Essentially error free. Evidence of superior control of diction	
9. Presentation	Essay looks untidy and does not follow does not follow basic formatting rules (e.g., margins, headers & subheaders)	Essay looks fairly neat but violates some formatting rules	Essay looks neat but violates one or two formatting rules	Essay looks neat, crisp, and professional	
				(Total Points)	