

Assignment:

	YOU ADHERED TO THE TASK (~15%)	YOU COMMUNICATED YOUR STANCE WELL AT A HIGH-LEVEL (~40%)	YOU COMMUNICATED YOUR STANCE WELL AT FINER LEVELS OF DETAIL (~45%)			
	TASK COMPLIANCE / FORMAT	TOPIC DEVELOPMENT	ORGANIZATION / DISCOURSE	VOCABULARY	SENTENCE STRUCTURE	MECHANICS
EXCELLENT	Fully addresses all aspects of the writing assignment, including in-text citations. Stays on task throughout. Text uses appropriate alignment, spacing.	Full and rich development (focus, relevance, explanations, support); shows sophistication in fluency of expression.	Organization fully appropriate and effective for topic (point of view, unity, paragraphing); very strong introduction & conclusion, thesis statement, topic sentences. Excellent use of cohesive devices (key words, pronouns, references, transitions, etc.); presentation of ideas extremely clear and coherent.	Broad and fluent range of vocabulary; elaboration and detail achieved through appropriate word choices ; correct use of word forms .	Full range of sentence patterns (simple, compound, complex), effectively used; error-free sentence-level grammar.	Correct form for the assignment—headings; correct citations; spelling, capitalization, and punctuation error-free.
GOOD	Addresses the writing assignment but may not fully develop or include all parts of the assignment. May digress in parts of the writing	Clear and complete development of content; high level of fluency in expression (clarity).	Organization controlled; generally appropriate to topic; appropriate paragraphing; introduction & conclusion, thesis statement, topic sentences evident and appropriate. Coherence apparent.	Flexibility in range; appropriate use (word choice) of vocabulary in a variety of situations; mostly correct use of word forms .	Mastery of sentence patterns demonstrated; may have occasional grammatical errors on the sentence level.	Spelling, form, indentations, capitalization, punctuation, and citation errors few and not distracting.
DEVELOPING	May address a part of the writing assignment, but generally writes about the topic and does not address the assignment directly. Obviously digresses throughout the writing. Several omissions in the assignment.	Development of content adequate, but lacks clearly stated positions or supporting information; fluency of expression may be halting or awkward.	Organization controlled but limited; some paragraphing problems; adequate introduction & conclusion; limited thesis statement & use of topic sentences. Adequately connected, but needs improvement.	Adequate range (word choice); no precise use of subtle meanings displayed; vocabulary sometimes used inappropriately; often incorrect use of word forms .	Sentence patterns most often successfully used; several grammatical errors on the sentence level.	Occasional errors in spelling, form, indentations, capitalization, punctuation, and citation; sometimes distracting.
NEEDS MORE TIME	May write within the topic, but no evidence of addressing the writing assignment itself. Major omissions in the assignment.	Development of content restricted; may be incomplete or unclear; lack of fluency in expression.	Some organization apparent, but poorly controlled; introduction & conclusion, thesis statement, topic sentences may be missing or incomplete. Connections may be awkward or missing.	Narrow range (word choice); many word form errors; vocabulary often used inappropriately; only basic and elementary meanings are conveyed.	Simple and complex sentences attempted but often unsuccessful; grammatical errors distract from meaning.	Spelling, form, indentations, capitalization, punctuation, and citation errors are frequent and distracting.
INADEQUATE	Does not address the writing assignment. Off-topic throughout the writing. Required assignment instructions not included	Simplistic statement of content; often copied from sources or lists of information.	Minimal attempt at paragraphing, often unsuccessful; strings of sentences; no introduction or conclusion, thesis statement, topic sentences. Connections not present or unsuccessful.	Simple vocabulary, often inappropriately used; no control of word forms ; sometimes indecipherable.	Attempts at simple sentences often not successful; many grammatical errors.	Spelling, form, indentation, capitalization, punctuation, and citation errors throughout.

HOW TO INTERPRET THIS RUBRIC: BY THE END OF THE SEMESTER, MY GOAL IS FOR YOU TO BE CONSISTENTLY ACHIEVING THE *EXCELLENT* ROW IN THE RUBRIC. THIS ROUGHLY CORRESPONDS TO A QUALITY WORK. *GOOD* ROUGHLY CORRESPONDS TO B QUALITY WORK. THE WEIGHTING FOR THE DIMENSIONS ARE LISTED ABOVE THE COLUMNS.