

Writing Rubric

Each category will be assigned a value of 0 to 4 according to the rubric. See the second page for scoring explanations. Some categories are weighted more than others (e.g., Content Mastery is weighted more than Writing Mechanics).

Component	4	3	2	1	0	Score	Multiplier	Points (Max)
	Comments/Notes							
Content fundamentals							Score x 2	____ (8)
Content mastery							Score x 3	____ (12)
Purpose / thesis							Score x 1	____ (4)
Organization and flow							Score x 2	____ (8)
Writing mechanics							Score x 2	____ (8)
							Total Points	____ (40)

Additional/General Comments:

Component	4	3	2	1	0
Content Fundamentals Enough content Terminology Correctness	The student presents enough technical content to address the assignment, correctly using appropriate technical terms, and makes essentially no factual errors.	The student presents an adequate amount of material, deploys terminology reasonably well, and makes no significant errors of fact.	The student generally says true things.	The writing contains persistent misuse of terminology and/or significant errors of fact.	The writing contains a negligible amount of correct information.
Content Mastery Enough support Analysis Synthesis Originality Use of sources	Support is developed fully, from multiple angles; analysis is insightful; student demonstrates synthesis of ideas with clear and complete explanations; and writing is an appropriate mix of original work and (acknowledged) outside content that shows mastery of the material. (Each as appropriate to task)	The student has done more than recap or paraphrase other work, or make "obvious" statements, but the development is somewhat one-dimensional or uninspired.	The student has made significant progress toward supporting the purpose or thesis, but with insufficient analysis or explanation.	The student's arguments or support are handwave-y and have little substance, are too minimal, or exhibit over-reliance on restatements of arguments from other sources.	There is no discernible support for the writing's purpose or thesis.
Purpose / thesis Clear Strong Consistent	The purpose or thesis is on the assigned topic, strong, and clear from the introduction, and remains consistent through the conclusion.	The purpose or thesis is slightly off or not entirely clear, but the writing seems to be consistently on one path.	The purpose or thesis is unclear and/or seems to drift during the writing, but stays on a relevant topic.	The purpose or thesis is unclear or off-topic.	There is no discernible thesis or purpose to the writing.
Organization and flow Main points Transitions Sentence structure Fluidity	The student has structured the paper to make the arguments or main points are clear, and competently uses transitions and parallel and contrasting sentence structures to make the writing fluid and clear.	The student's writing is well-structured and mostly fluid but occasionally trips the reader with awkward transitions or sentence structures.	The student's writing has a reasonably clear overall structure.	The writing's structure is unclear, or it contains whole sections of choppy or awkward text that require extra effort from the reader to maintain focus.	The writing's structure and flow are so poor that the main points are not discernible.
Writing mechanics Grammar Spelling Punctuation Citations	The student uses correct grammar, makes essentially no errors of spelling or punctuation, and formats citations (if any) correctly.	The student makes no serious errors of grammar, spelling, punctuation, or citation, but there are a few minor problems.	The student's writing is basically coherent and understandable.	The student makes significant mechanical errors that create ambiguity or impede understanding.	The writing's low-level mechanics are so poor that the language is incoherent and difficult to understand.