College-Level Writing Rubric



Criteria	Performance	Target/				
rite	Indicators	High Proficiency	Proficiency	Acceptable	Needs Improvement	Unacceptable
ō		5	4	3	2	1
Organization	Content-Specific	·Writing meets all	·Writing meets most	·Writing meets minimum	·Writing meets	·Writing does not
	Assignment Criteria	assignment content	assignment content	assignment content	some/few assignment	meet assignment
	as per Instructor	requirements.	requirements.	requirements.	content requirements.	content
	Guidelines [SLO ⁱⁱ 1]					requirements.
		·Writing is clear and	·Writing is generally clear and	·Writing is adequate in	·Writing may be unclear	·Writing is
		appropriate for the	appropriate for the purpose of	terms of clarity and	and/or inappropriate	unclear and
	Purpose	purpose of the	the assignment—with some	appropriateness for the	for the purpose of the	inappropriate for
	&	assignment.	exceptions.	purpose of the	assignment.	the purpose of
	Support	·All evidence and	·Evidence and examples are	assignment.	·Evidence and examples	the assignment.
		examples are	generally effective, specific	·Evidence and examples	may require further	·Evidence and
	[SLO 1]	effective, specific and	and relevant—with some	meet basic requirements	development to be	examples are not
		relevant.	exceptions.	for being effective,	adequately effective,	effective, specific
				specific and relevant.	specific and relevant.	and/or relevant.
		·Ideas are coherently	·Organization of ideas is	·Organization of ideas	·Organization of ideas	·Ideas are
		and logically	generally coherent and logical.	meets the minimum	does not meet the	incoherent and
	Structure &	organized with well-	·In addition, most paragraphs	requirement for being	minimum requirement	illogically
જ	Development	developed paragraphs	are well-developed and use	coherent and logical.	for coherent and logical.	organized.
		and effective	effective transitions.	·Some paragraphs may	·Paragraphs lack	·Paragraphs are
Coverage	[SLO 3 & 4]	transitions.		be well-developed and	development and/or fail	undeveloped
				use effective transitions	to employ transitions	and need
				while others do not.	effectively.	transitions.
		·All sources are	·Most sources are critically	·Sources meet the	·Sources do not meet	·Insufficient
		critically reviewed ⁱⁱⁱ ,	reviewed and documented	minimum requirements	the minimum	sources and/or
	Documentation of	documented and	following standard practices of	for being critically	requirements for being	insufficient
	Sources	formatted following	the field (APA, MLA, Turabian,	reviewed and	critically reviewed and	quality, critical
		standard practices of	CMS, etc.).	documented following	documented following	review and
	[SLO 2]	the field (APA, MLA,		standard practices of the	standard practices of	documentation.
		Turabian, CMS, etc.).		field (APA, MLA,	the field (APA, MLA,	Standard
				Turabian, CMS, etc.).	Turabian, CMS, etc.).	practices of the
						field are not
						followed.

Student Learning Outcome

- Students will be able to formulate and support a thesis through accurate evidence and documentation.
- Students will be able to research, collect, and assess scholarly information regarding their major field of study.
- Outcomes: Students will be able to present written information clearly, logically, and critically.
 - As a writer, students will be able to create an audience-appropriate document that exhibits clarity and organization and serves the intended purpose.

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		·All sentences are	·Most sentences are well-	·Language is accessible to	·Some/few sentences	·Language may
	Language &	well-written with	written with varied sentence	readers; however, many	are well-written with	be inaccessible
	Mechanics	varied sentence	structure and virtually free of	sentences may lack	little variance in	to readers.
		structure and virtually	errors in grammar,	variation in structure.	structure and/or	·Sentences are
	[SLO 3]	free of errors in	punctuation and spelling.	·Minimally acceptable	numerous errors in	incomplete
		grammar, punctuation		number of errors in	grammar, punctuation	and/or contain
		and spelling.		grammar, punctuation	and/or spelling.	errors in
≥				and/or spelling.		grammar,
Clarity						punctuation
ਹ						and/or spelling.
	Target Audience/	·Maintains	·Tone, diction, and vocabulary	·Tone, diction, and	·Lacks some important	·Does not
	Point of View/	appropriate tone,	are mostly appropriate for	vocabulary are adequate	qualities for having the	maintain
	Originality	diction and	various modes of writing.	for various modes of	appropriate tone,	appropriate
		vocabulary for various	·Work mostly demonstrates	writing.	diction, and vocabulary	tone, diction
	[SLO 4]	modes of writing.	understanding of target	·Work minimally	for various modes of	and/or
		·Work demonstrates	audience.	demonstrates	writing—but does meet	vocabulary.
		clear understanding of	· In situations where originality	understanding of target	others.	·Does not
		the target audience.	is expected, writing is	audience.	·Work demonstrates	demonstrate
		·In situations where	generally creative and	· In situations where	some understanding of	understanding of
		originality is expected,	innovative.	originality is expected,	the target audience, but	target audience.
		writing is clearly		writing is minimally	lacks the level of	· In situations
		creative & innovative.		creative and innovative.	understanding required.	where originality
					· In situations where	is expected,
					originality is expected,	creativity and
					little creativity and	innovation are
					innovation are evident.	not present.

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At instructors' discretion and as appropriate to the specific assignment, instructors may refer students to specifically designated, content-related assignment criteria not otherwise delineated in this rubric.

[&]quot;SLO = Student Learning Outcomes from Building Success through Writing.

In this rubric, "critically reviewed" refers to evidence in the writing/text itself that demonstrates that the writer has carefully analyzed, evaluated, and assessed (i.e., reviewed critically) sources for their relevance to the topic and their appropriateness for the assignment; sources that are critically reviewed are considered high in quality as well as relevant and appropriate within the discursive (i.e., oral & written) communications of a particular discipline and its characteristic modes of communication.