

Writing Rubric

	“5” 100% “A”	“4” 80% “C+”	“3” 60% “U”	“2” 40% “U”
Thesis and Content	The paper establishes a compelling, arguable thesis, fully developed with supporting ideas. It engages the audience with insight, complexity, and sophistication. The paper develops a substantive single focus and purpose and offers analysis, synthesis, or evaluation of significant ideas; it is challenging and creative.	The paper establishes an arguable thesis and thoughtfully engages the audience but is less than compelling. It has a single focus and purpose but lacks substance. It offers some analysis, synthesis, or evaluation of a significant idea.	The paper fails to make an arguable claim even though it may state facts or describe a situation. Support for the focus and purpose is weak, or the narrative wanders from its central idea. Attempts at analysis, synthesis, or evaluation are unsuccessful.	The paper states no clear thesis and fails to target or engage the audience. It fails to develop support for claims and wanders in its focus. Analysis, synthesis, or evaluation is absent.
Organization	The paper is well organized and appropriate to the audience and purpose. The introduction is engaging and establishes a relationship between the reader and the paper’s purpose. Paragraphs are logically ordered and fully developed with topic sentences and coherent transitions between and within paragraphs. A compelling conclusion clinches the argument.	The paper is fairly well organized with an introduction that engages the audience and establishes a relationship between the reader and topic. Paragraphs are well organized but lack richness, detail, or adequate transitions. The conclusion is acceptable but not fully persuasive or compelling.	The paper lacks coherent organization. Topic sentences are weak or absent, paragraphs lack focus, and transitions are awkward, mechanical, or ineffective. The closing is trite or mechanical.	The paper is unorganized, illogical, unclear or inappropriate. Paragraphs seem unrelated, repetitive, or poorly constructed with limited support. The introduction is overly general, missing, or misleading; conclusion is weak or missing.
Fluency	Words are precisely chosen and ideas carefully honed. Sentences are clear, coherent and varied in length and structure using a variety of compound, compound-complex and simple sentences. Stylistic devices further the discussion. Vivid diction energizes the paper.	Word and tone offer adequate support to the paper’s purpose. Sentences are usually clear, coherent, and varied in style and structure. Paragraphs are fairly well developed. Stylistic devices further the discussion.	Words are inaccurately used or fail to support the paper’s purpose. Sentences are basic, choppy, or lack variety. The style is neither precise nor compelling. Transitions between and within paragraphs are ineffective.	Word choices are inappropriate and defeat the paper’s purpose. Sentences are basic, choppy, repetitive or incomplete, lacking structure and clarity. Transitions between and within paragraphs are missing.
Grammar/ Mechanics/ Punctuation	Formatting conventions are precisely observed. Grammar, spelling, punctuation, and usage conform to the conventions of Standard Edited American English. References to sources are accurately cited and documented according to MLA or APA.	Format is generally correct. The paper contains only a few errors in grammar, spelling, punctuation, and usage. It generally conforms to Standard Edited American English. References to sources are usually accurately cited and documented according to MLA or APA.	Format is not correct. Errors in grammar, spelling, punctuation, or usage interfere with communication and minimize the writer’s credibility. References are inaccurate or omitted.	Format is not correct. The paper is incoherent due to multiple errors in grammar, spelling, punctuation, and usage. References are omitted.