

College-Level Writing Rubric

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

- Student Learning Outcomes:
- 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.
 - 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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Clarity	Language & Mechanics [SLO 3]	<ul style="list-style-type: none"> ·All sentences are well-written with varied sentence structure and virtually free of errors in grammar, punctuation and spelling. 	<ul style="list-style-type: none"> ·Most sentences are well-written with varied sentence structure and virtually free of errors in grammar, punctuation and spelling. 	<ul style="list-style-type: none"> ·Language is accessible to readers; however, many sentences may lack variation in structure. ·Minimally acceptable number of errors in grammar, punctuation and/or spelling. 	<ul style="list-style-type: none"> ·Some/few sentences are well-written with little variance in structure and/or numerous errors in grammar, punctuation and/or spelling. 	<ul style="list-style-type: none"> ·Language may be inaccessible to readers. ·Sentences are incomplete and/or contain errors in grammar, punctuation and/or spelling.
	Target Audience/ Point of View/ Originality [SLO 4]	<ul style="list-style-type: none"> ·Maintains appropriate tone, diction and vocabulary for various modes of writing. ·Work demonstrates clear understanding of the target audience. ·In situations where originality is expected, writing is clearly creative & innovative. 	<ul style="list-style-type: none"> ·Tone, diction, and vocabulary are mostly appropriate for various modes of writing. ·Work mostly demonstrates understanding of target audience. · In situations where originality is expected, writing is generally creative and innovative. 	<ul style="list-style-type: none"> ·Tone, diction, and vocabulary are adequate for various modes of writing. ·Work minimally demonstrates understanding of target audience. · In situations where originality is expected, writing is minimally creative and innovative. 	<ul style="list-style-type: none"> ·Lacks some important qualities for having the appropriate tone, diction, and vocabulary for various modes of writing—but does meet others. ·Work demonstrates some understanding of the target audience, but lacks the level of understanding required. · In situations where originality is expected, little creativity and innovation are evident. 	<ul style="list-style-type: none"> ·Does not maintain appropriate tone, diction and/or vocabulary. ·Does not demonstrate understanding of target audience. · In situations where originality is expected, creativity and innovation are not present.

ⁱ 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.

ⁱⁱ SLO = Student Learning Outcomes from *Building Success through Writing*.

ⁱⁱⁱ 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.