

## COMP 3100: Scoring Rubric for Assignment Writing

**1. Provides a brief introduction that appropriately restates, or summarizes, the problem.(20%)**

0	1	2	3	4	5
Does not attempt to, or fails to identify the problem and summarize it accurately.		Identifies and summarizes the problem, though aspects are incorrect or confused.		Clearly identifies the essence of the problem, providing a foundation for the solution.	

**2. Approach to solution is developed in a logical and appropriate manner.(40%)**

0	1	2	3	4	5
Progression from introduction to the solution is not clear.  Work may be unfocused and poorly organized; lacks logical connection of ideas.  Audience knowledge level is not taken into account, almost as if one is expected to read the author's mind.		There is some evidence of the solution's logical development.  Basic organization is apparent; transitions connect ideas, perhaps mechanically.  Takes audience's level of knowledge into account, but assumes either too little, or too much.		There is a logical progression from the problem's introduction to its solution.  Organization is clear; transitions between ideas enhance presentation.  Assumptions of intended audience's knowledge are reasonable, so the writing is not too brief, nor too detailed.	

**3. Presentation is clear and precise, and approach is justified.(20%)**

0	1	2	3	4	5
Little or no structure is apparent, leaving the approach and solution to stand on their own.  Steps of the approach toward the solution are not explained or justified.		Structure of writing partially aids in the presentation of the approach and the solution.  Context of the problem and learned techniques only justify portions of the approach and solution.		Structure of writing fully supports the presentation of the approach and the solution.  Direction taken with the approach is justified in terms of the problem context and learned techniques.	

**4. Writing communicates effectively.(20%)**

0	1	2	3	4	5
In many places, language obscures meaning.  Grammar, syntax, or other errors are distracting or repeated. Style is inconsistent or inappropriate.		In general, language does not interfere with communication.  Errors are not distracting or frequent.		Language clearly and effectively communicates ideas.  Errors are minimal. Style is appropriate.	