

## Assessment Rubric for Effective Writing

Writing Case # \_\_\_\_\_

Trait	3 Very Good	2 Acceptable	1 Poor	Score
<b><u>Errors</u></b> Related to sentence structure, grammar, usage, mechanics, spelling, etc.	No errors – no damage to writer credibility	Few errors – little damage to writer credibility	Significant interference with communication and damage to credibility.	
<b><u>Format</u></b> Focuses on professional appearance. Consistent format. Format enhances readability with appropriate use of headings, margins, font size, line spacing, ect. Easy to follow and read.	Uses headings effectively to organize content. Margins, font size, and line spacing is consistent throughout with no errors. Student work looks professional. Format enhances readability.	Uses headings – mostly effective in organizing content. Margins, font size, and line spacing is mostly consistent – a few errors. Student work looks almost professional. Format errors are minimally distracting.	No headings. Margins, font size, and line spacing is inconsistent with many errors. Format errors are distracting.	
<b><u>Task</u></b> Evaluates how well the writing fulfills the assigned task with regard to content and form. (Form refers to research paper, report, memo, business letter, ect.)	Content fully addresses requirements of the assignment. Form is fully appropriate for the context and situation.	Content is sufficiently relevant to the task or assignment. Form is sufficiently appropriate.	Content is not relevant to the task or assignment. Writer seems to misunderstand what he/she needs to accomplish. Inappropriate form.	
<b><u>Coherence</u></b> Focuses on how well the writing forms a meaningful whole.	Each passage is clearly related to the next, to form a meaningful whole.	Most passages hold together but not all. Rereading may be needed.	Many passages don't hold together. No meaningful whole.	
<b><u>Reasoning</u></b> Examines how logically convincing the reader finds the claims and support presented in the writing.	Reasoning units, consisting of claims and support, are logical and complete. Supporting evidence is drawn from multiple credible sources/examples.	Reasoning units, consisting of claims and support, are logical and fairly complete. Supporting evidence is drawn from one credible source/example.	Reasoning units are incomplete or inadequate. Claims may be undeveloped with little or no support.	
<b><u>Persuasive</u></b> Looks at how effectively the writer demonstrates awareness of the reader's perspective and incorporates that perspective into the message.	Writer takes reader's perspective. Addresses reader objections and concerns; Explains how to implement conclusion/recommendation. Demonstrates how reader benefits from accepting conclusion/recommendation	Writer takes reader's perspective. Some dealing with reader objections and concerns; Some suggestions regarding the implementation of conclusion/recommendation. Some effort to demonstrate how reader benefits from accepting conclusion/recommendation.	Does not take reader perspective. No dealing with reader objections. No suggestions regarding implementation of conclusion/recommendation. No effort to demonstrate how reader benefits from accepting conclusion/recommendation.	
<b>Comments</b>				