

Writing Rubric:

Style /10	Thinking /30	Organization /20	Content /15	Sentence Structure /10	Mechanics/Language /15
(voice, audience, form and purpose)	(development and depth of ideas and argument)	(clarity and logic)	(supporting details)	(variety and quality of sentences)	(spelling, punctuation, capitalization, and paragraphing)
A—Exemplary					
Skillfully uses variety of voices/styles	Synthesizes complex ideas	Clearly and artfully ordered	Rich and substantive	Variety enhances style and effect	Very few or no errors
Sophisticated sense of audience	Sophisticated evaluation of information	Organization enhances meaning	Stimulates new responses	Sophisticated patterns	Use of mechanics furthers meaning
Sees complexities & implications	Generates original ideas	Artful and effective paragraph development	Sophisticated integration of sources	No errors in structure or usage	Breaks rules artfully
Sophisticated use of form	Keen insight	Topic sentences and transitions add coherence and fluency	Flawless use of MLA format	Elegant sentences	Rich, effective vocabulary
Maintains literary present/No personal pronouns	Thesis is clearly and effectively stated in a single sentence				Artful use of dialogue or quotations
B—Commandable					
Powerful and consistent voice	Synthesizes ideas	Clearly focused	Interesting and meaningful	Appropriate variety	Few errors
Clear sense of audience	Careful evaluation of information	Skillful transitions, paragraph structure and topic sentences	Details used to support and extend argument	Some use of sophisticated structures	Spelling and capitalization generally correct
Ambitious purpose achieved	Evidence of original thinking	Skillful development of ideas	Effective integration of sources	Few errors in structure or usage	Attempts sophisticated punctuation
Effective use of form	Displays insight	Effective introduction/conclusion	Mostly flawless use of MLA format	Effective use of syntax	Effective paragraphing
Maintains literary present/No 1 st or 2 nd person pronouns (use of one or both is inconsistent)	Thesis is evident but needs some revision for clarity, depth or syntax	Topic sentences are evident and mostly effective	Quotations are used to support argument		Effective, furthers meaning Effective use of dialogue or quotations
C—Effective					
Generally effective voice	Attempts synthesis	Generally focused	Sufficient details	Some sentence variety	Multiple errors
Sense of audience	Evidence of evaluation of information	Consistent point of view	Details support thesis	Attempts sophisticated patterns	Spelling generally correct
Purpose stated and achieved	Evidence of analysis	Organization dominates meaning	Information correct	Multiple errors	Should review punctuation rules
Appropriate use of form	Some insight	Adequate introduction/conclusion	Adequate integration of sources		Acceptable and varied word choice
Does not use literary present/uses 1 st or 2 nd person pronouns	An argument seems present, but thesis needs much revision	Adequate organization/work needed on topic sentences	Adequate use of MLA format		Issues with agreement (s/v or pronoun/antecedent)
D—Approaches Effective			See OWL Purdue for MLA format		Too much reliance on subjective language
Inappropriate or inconsistent voice	Lacks original ideas	Focus limited or too broad	Some empty sentences/paragraphs	Little sentence variety	Simple vocabulary
Some sense of audience	Recognizes important information	Awkwardly organized	Some details don't support thesis	Relies on a few simple patterns	Frequent errors distract
Some awareness of purpose	Attempts analysis	Needs additional transitions/topic sentences mostly absent	Information generally correct	Errors obscure meaning	Some errors in spelling & capitalization
Awkward use of academic/formal form	Little insight/no clear argument	Awkward introduction/conclusion	Attempts integration of sources and MLA	Awkward sentences/syntax	Some errors in punctuation
F—Not effective		Doesn't introduce title/author in intro π	Drop quotes into text/lacks integration		Some errors in usage, tenses
Inappropriate or unclear voice	Lacks coherence or undeveloped	Focus unclear	Important details omitted	Flawed sentence structure	Errors significantly impact meaning
Poor sense of audience	Provides little or inappropriate data	Lacks transitions/topic sentences	Details confusing, irrelevant or repetitive	Errors significantly impact meaning	No concept of mechanics
Purpose unclear	Summarizes or retells	Ineffective introduction/conclusion	Lacks basic knowledge or Incorrect information	PLEASE proofread aloud to "hear" errors/awkwardness	Little or no use of paragraphing
Predictable response		Disorganized	No integration of sources		Indecipherable
Poor use of form					Many errors in usage, tenses

Overall Grade: