**Writing Rubric**

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| Score | Reading for Writing, Task Fulfillment, Organization & Structure, Language Control Targets |
| 4 | * Excellent adapting and/or selecting of relevant content to suit the purpose for writing * Excellent achievement of the communicative aim * Very clear presentation and logical development of most ideas and/or arguments, with appropriate highlighting of significant points and relevant supporting details * Errors, if any, do not impeded understanding |
| 3 | * Good adapting and/or selecting of relevant content to suit the purpose for writing * Good achievement of the communicative aim * Clear presentation and logical development of most ideas and/or arguments, with appropriate highlighting of significant points and relevant supporting details * Errors only occasionally impeded understanding |
| 2 | * Acceptable adapting and/or selecting of relevant content to suit the purpose for writing * Acceptable achievement of the communicative aim * Presentation and development of most ideas and/or arguments are acceptable, with some highlighting of significant points and relevant supporting details * Error sometimes impeded understanding |
| 1 | * Poor adapting and/or selecting of relevant content to suit the purpose for writing * Poor achievement of the communicative aim * Most ideas and arguments lack coherence and do not progress logically. * Errors frequently impeded understanding |
| 0 | * Task not attempted * No performance to evaluate |

Adapted from source: <http://www.trinitycollege.com/resource/?id=6292>

# References

Chan, S., Inoue, C., & Taylor, L. (2015). Developing rubrics to assess the reading-into-writing skills: A case study. *Assessing Writing, 26*, 20-37.