**Writing Skills Rubric for BUS100 - Why Am I Here Essay**

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|  | **Organization:**  **Structure, divisions, thesis and body, transitions** | **Fluency:**  **Conventions, mechanics, clarity and coherence, voice, rhetorical choices** |
| **6** | Excellent organization – audience friendly and sophisticated structure. Obvious principle of organization which makes the piece very easy to read and understand. Goes well beyond simple beginning, middle, end. Engaging introduction with clear thesis, which relates specifically to prompt, and clearly related topics. All subsequent points relate to and support the thesis. Paragraphs are balanced and deliberate. Conclusion is parallel but not repetitive. Sophisticated use of transitions, both between ideas and paragraphs, which show relationships between ideas. | Mechanics, spelling, and punctuation are error-free with complex conventions attempted. Models the style and format appropriate to the task. Language and ideas flow smoothly from one idea to the next, building or receding as message fluctuates. Voice is compelling and exemplary for assignment. Diction is elegant, vivid, sophisticated, and appropriate. Syntax is precise and varied – a high degree of craftsmanship. Clear evidence of careful proofreading. |
| **5** | Effectively organized in interesting manner. Clear plan for organization that aids in understanding. Has clear beginning, middle, and end, but is more refined than simply that. Intro interests reader, and contains clear thesis which responds to prompt. Body of piece follows thesis and refers back often. Paragraphs balanced and logical. Conclusion restates and extends thesis. Good use of transitions between ideas and paragraphs. | Mechanics, spelling, and punctuation are essentially error-free, though fewer risks may be taken. Models the style and format appropriate to the task, though may be less consistent at times. Language and ideas flow from one idea to the next. Voice is interesting and appropriate. Diction is rich and interesting. Syntax is precise and varied. Clear evidence of proofreading. |
| **4** | Organization is clear and easy to follow. Evidence of a plan, though the paper may deviate occasionally. Clear beginning, middle, and end. Solid introduction that sets context and a clear thesis which addresses prompt. Points throughout paper mostly relate back to thesis. Paragraphs mostly balanced and of an appropriate length but may appear mechanical or awkward. Conclusion likely simply restates thesis. Some use of transitions, though may be clumsy or repetitive. | Mechanics, spelling, and punctuation are mostly error-free, (with minor errors like colon/semi-colon mix-up, subject/verb agreements over long sentences), though safe. Style and format are appropriate for the task, though maybe inconsistent. Language moves from one idea to the next, but may not be smooth. Voice is apparent, but may be uninteresting. Diction is well-chosen. Syntax is clear, but may lack variation in sentence choice (mostly simple and complex). Evidence of proofreading, but minor errors still present. |
| **3** | Organization is rudimentary and at times may lack clarity. May be evidence of a plan, but paper struggles to follow it. Beginning, middle, and end are present, but not easily discerned or effective. Introduction doesn’t grab attention, and thesis may be over-simplified or not related strongly to prompt. Points may not follow thesis logically and order of ideas may be inconsistent. Paragraphs may be unbalanced. Conclusion may incompletely refer back to thesis, and may include new ideas not present in the paper. Little or inappropriate use of transitions. | Mechanics, spelling, and punctuation contain quite a few errors (more serious, like tense reference, subject/verb agreement, run-on sentences, sentence fragments, missing punctuation, improper apostrophes), but they don’t necessarily interfere with understanding. Style and format are mostly appropriate, though inconsistent. Voice is poorly developed, if it exists at all. Diction is simple and lacks creativity. Syntax is simple and repetitive, with an over-reliance on simple sentences. Less evidence of proofreading, with easily fixed errors present. |
| **2** | Lack of structure, or difficult to follow. No evidence of planning and result is scattered. Missing beginning, middle, and/or end. Introduction may be too brief, unclear, or unfocussed. Thesis may not be present, or it may be difficult to pick out and not relevant to prompt. Paper doesn’t follow logically from thesis. Paragraphs likely very uneven. Conclusion, if present, is simple and ineffective. No transitions. | Mechanics, spelling, and punctuation contain many errors which begin to interfere with the understanding. Style and format are largely inappropriate to the task. Voice is not present. Diction is too simple, and potentially unimaginative and inappropriate for the task. Syntax is not only simple, but perhaps incorrect, with many sentence errors. Little evidence of proofreading. |
| **1** | Indiscernible organizational structure. Introduction and conclusion absent. May not be paragraphs. No thesis. | Too difficult to understand. Incorrect usage, diction, and syntax. |
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