

Writing Rubric

(Modified from AAC&U VALUE Rubric)

Performance Indicator	No Proficiency	Some Proficiency	Proficiency	High Proficiency
Context and Purpose for Writing (includes consideration of audience & circumstances surrounding the task)	Minimal attention to context, audience, purpose, and to the assigned task(s).	Some evidence of awareness of context, audience, purpose, and the assigned task(s); begins to show awareness of audience's perceptions and assumptions.	Adequate consideration of context, audience, and purpose with a focus on the assigned task(s).	Thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).
Format	Does not adhere to standardized format (APA, MLA, etc.) or given instructions; no sense of introduction, body, conclusion; does not contain all sections required; handwritten/sloppy in appearance.	Minimally follows the standardized format or given instructions; some sense of organization and structure; contains all sections, but the content within each section is not appropriate.	Mostly follows the standardized format or given instructions; contains all sections, whose content is generally correct with only occasional lapses; minor edits are required.	Accurately follows the standardized format or given instructions; all sections are present and clearly labeled; each section contains all of the appropriate information.
Language	Numerous errors in spelling, grammar, verb tense and punctuation; no paragraphs, numerous fragmented sentences; extremely limited vocabulary; use of language impedes meaning because of errors in usage.	Several instances of grammatical errors and demonstrates a lack of editing; sentence structure is simplistic, little variety; although there are errors, uses language that conveys meaning to readers.	Few errors in spelling, grammar, verb tense and punctuation; sentence structure (subject and predicate) is generally correct although still simplistic and occasionally repetitious; generally straightforward language that conveys meaning to the readers.	Very few errors in sentence structure and mechanics; exhibits good to excellent command of language and professional terminology; sentences are complex and vocabulary is sophisticated; skillfully communicates meaning to readers with clarity and fluency.
Communication	Does not articulate thoughts or ideas; organization of the document is not clear enough for reader to follow arguments; lacks focus and fluency in writing.	Thoughts are expressed using vague language; attempts to convey main ideas of the paper but lacks focus and fluency; overall document is somewhat confusing.	Thoughts are organized and the main ideas are exposed, but some connections are not clearly supported by the written text; topic presented (or proof if applicable) is clear, with very minor lapses.	Thoughts are carefully organized and allows reader to easily follow all of the arguments; no lapses in logic or clarity; thoughts are clearly expressed with focus and fluency.
Analysis/Synthesis	Demonstrates little understanding of what the important data/content that should be presented; comments, if present, are superficial or not related to the main topic discussed, does not identify significant professional standard findings; analysis of important points (or data) is lacking.	Statement of important results/content is incomplete; some personal comments are present but not particularly relevant for the discussion; identifies the critical elements but does not demonstrate an accurate comprehension of the concept; analysis of important points (or data) is incoherent and or incomplete.	Statement of the important results are clear and complete but may include too much information or information that is not relevant; analysis of important points (or data) is well thought out but lacks a few important points; relevant comments or real world connections are included.	Successfully performed a thorough analysis; all important results/arguments are clearly identified and motivated; presence of significant personal comments and observations prove a real understanding of the topic.
Supporting Evidence	Does not attempt to use sources to support ideas in the writing, or provides inappropriate sources.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.