

# Writing Rubric

(Modified from AAC&U VALUE Rubric)

| Performance Indicator  | High Proficiency<br>4   | Proficiency<br>3   | Some Proficiency<br>2  | No Proficiency<br>1   |
|--|---|--|--|---|
| <b>Context and Purpose for Writing</b> (includes consideration of audience & circumstances surrounding the task) | Thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).  | Adequate consideration of context, audience, and purpose with a focus on 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.  | Minimal attention to context, audience, purpose, and to the assigned task(s).   |
| <b>Format</b>  | Accurately follows the standardized format or given instructions; all sections are present and clearly labeled; each section contains all of the appropriate information.   | Mostly follows the standardized format or given instructions; contains all sections, whose content is generally correct with only occasional lapses; minor edits are required.   | 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.  | 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.  |
| <b>Language</b>  | 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. | 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.                               | 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.  | 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.   |
| <b>Communication</b>   | 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.   | 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 expressed using vague language; attempts to convey main ideas of the paper but lacks focus and fluency; overall document is somewhat confusing.   | 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.   |
| <b>Analysis/Synthesis</b>  | 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.   | 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. | 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. | 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. |
| <b>Supporting Evidence</b>   | Demonstrates skillful use of high-quality, credible, relevant sources to develop 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 an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.   | Does not attempt to use sources to support ideas in the writing, or provides inappropriate sources.   |