

Writing Skills Rubric – How I Evaluate your Work

Superior	Adequate	Inadequate
<p>Content: The essay clearly defines a well-developed thesis and purpose that show originality of thought. The essay presents supporting ideas and source materials characterized by complexity and depth. The essay makes reasonable inferences in order to synthesize source materials and to develop new ways of thinking about them in light of the thesis and purpose.</p> <p>Organization: The essay employs clear topic sentences as well as transitions and examples that are appropriate (i.e., consistent with the paper's thesis and purpose). The essay effectively applies a variety of rhetorical modes (e.g., illustration, analogy, anecdote, definition, cause-effect, persuasion, classification) when appropriate. The essay varies quotations and draws from a sufficient number of sources to advance the thesis.</p> <p>Critical Thinking: The essay presents a convincing, logical argument that shows originality of thought. The essay demonstrates superior skill in assessing credibility, accuracy, and bias of source materials. The essay demonstrates superior ability to summarize and evaluate primary and secondary sources. The essay incorporates relevant source materials to convince the intended audience. The essay effectively synthesizes source materials in order to draw logical inferences.</p> <p>Language Skills: The essay uses sophisticated, varied vocabulary and appropriate level of formality, showing keen awareness of audience and ability to advance a subtle argument. The essay varies sentence structure and uses clear syntax, contributing to the effective communication of ideas. The essay avoids slang and jargon, defining key concepts and terms when necessary to advance an idea or to develop the thesis. The essay demonstrates superior understanding of figurative and/or symbolic language, if applicable.</p> <p>Documentation & Mechanics: The essay documents comprehensively and accurately. The essay makes few errors in format, grammar, punctuation, and spelling.</p>	<p>Content: The essay makes some credible attempt to define purpose; however, the thesis lacks clarity, originality, or consistency with the paper's development. The essay identifies only a few supporting ideas and/or neglects to draw from varied source materials. The essay synthesizes source materials with the thesis; however, relationships between ideas and evidence need more definition and development.</p> <p>Organization: The essay includes topic sentences, but it may lack clarity or appropriateness. Some attempt is made to include transitions and to connect relevant examples to topic sentences. The essay applies some variety of rhetorical modes in developing evidence. The essay incorporates quotations reasonably well which supplement not form the basis of ideas, but number and length of quotes indicate too much dependency on source material and thus little independent thought.</p> <p>Critical Thinking: The essay presents an argument that is convincing but has errors in reasoning or thinking. The essay demonstrates some skill in assessing source materials for credibility, accuracy, and bias. The essay is moderately able to summarize primary and secondary sources as well as to synthesize source materials and draws some logical inferences. The essay makes some attempt to consider the audience in the selection of source materials.</p> <p>Language Skills: The essay varies vocabulary slightly to convey some complexity of thought and development of supporting ideas. The essay demonstrates some awareness of sentence variety and syntax but struggles with clarity. The essay may use slang or jargon but makes some attempt to define and connect terminology with the paper's purpose. The essay demonstrates some understanding of figurative and/or symbolic language, if applicable.</p> <p>Documentation & Mechanics: The essay accurately identifies most of the sources that need documentation but makes errors in format. The essay makes some errors in format, grammar, punctuation, and spelling but not enough to interfere seriously with communication.</p>	<p>Content: The essay does not specify a purpose or creates a thesis that is vague and imprecise. The essay neglects to include supporting ideas, or development tends to be repetitive and logically unsound. Source materials are minimal and lack coherence or any defined relationship to the thesis. The essay engages in little or no synthesis of source materials, choosing instead to copy rather than draw inferences.</p> <p>Organization: The essay has not made explicit the reasoning behind breaks in paragraphs, and topic sentences are either absent or inappropriate. The essay ignores or inappropriately applies rhetorical modes. The essay shows little attention to quotations and how source materials might relate to the thesis.</p> <p>Critical Thinking: The essay poses a vague or illogical argument, relying often on over-generalization, over-simplification and/or irrational conclusions. The essay demonstrates little skill in assessing source materials for credibility, accuracy, or bias. The essay is unable to summarize primary and secondary sources. The essay does not consider the audience in the selection of source materials. The essay does not synthesize source materials or draws illogical inferences.</p> <p>Language Skills: The essay employs redundant vocabulary and unclear references (e.g., an abundance of pronouns without referents). The essay lacks awareness of sentence structure or produces confusing syntax that interferes with communication. The essay relies heavily on colloquialisms and slang. The essay demonstrates little awareness of any figurative and/or symbolic possibilities of language, if applicable.</p> <p>Documentation & Mechanics: The essay seems unfamiliar with conventions of documentation, does not acknowledge sources accurately, or plagiarizes. The essay makes so many errors in format, grammar, punctuation, spelling that communication is seriously disrupted.</p>

Superior

Content: The essay clearly defines a well-developed thesis and purpose that show originality of thought. The essay presents supporting ideas and source materials characterized by complexity and depth. The essay makes reasonable inferences in order to synthesize source materials and to develop new ways of thinking about them in light of the thesis and purpose.

Organization: The essay employs clear topic sentences as well as transitions and examples that are appropriate (i.e., consistent with the paper's thesis and purpose). The essay effectively applies a variety of rhetorical modes (e.g., illustration, analogy, anecdote, definition, cause-effect, persuasion, classification) when appropriate. The essay varies quotations and draws from a sufficient number of sources to advance the thesis.

Critical Thinking: The essay presents a convincing, logical argument that shows originality of thought. The essay demonstrates superior skill in assessing credibility, accuracy, and bias of source materials. The essay demonstrates superior ability to summarize and evaluate primary and secondary sources. The essay incorporates relevant source materials to convince the intended audience. The essay effectively synthesizes source materials in order to draw logical inferences.

Language Skills: The essay uses sophisticated, varied vocabulary and appropriate level of formality, showing keen awareness of audience and ability to advance a subtle argument. The essay varies sentence structure and uses clear syntax, contributing to the effective communication of ideas. The essay avoids slang and jargon, defining key concepts and terms when necessary to advance an idea or to develop the thesis. The essay demonstrates superior understanding of figurative and/or symbolic language, if applicable.

Documentation & Mechanics: The essay documents comprehensively and accurately. The essay makes few errors in format, grammar, punctuation, and spelling.

Adequate

Content: The essay makes some credible attempt to define purpose; however, the thesis lacks clarity, originality, or consistency with the paper's development. The essay identifies only a few supporting ideas and/or neglects to draw from varied source materials. The essay synthesizes source materials with the thesis; however, relationships between ideas and evidence need more definition and development.

Organization: The essay includes topic sentences, but it may lack clarity or appropriateness. Some attempt is made to include transitions and to connect relevant examples to topic sentences. The essay applies some variety of rhetorical modes in developing evidence. The essay incorporates quotations reasonably well which supplement not form the basis of ideas, but number and length of quotes indicate too much dependency on source material and thus little independent thought.

Critical Thinking: The essay presents an argument that is convincing but has errors in reasoning or thinking. The essay demonstrates some skill in assessing source materials for credibility, accuracy, and bias. The essay is moderately able to summarize primary and secondary sources as well as to synthesize source materials and draws some logical inferences. The essay makes some attempt to consider the audience in the selection of source materials.

Language Skills: The essay varies vocabulary slightly to convey some complexity of thought and development of supporting ideas. The essay demonstrates some awareness of sentence variety and syntax but struggles with clarity. The essay may use slang or jargon but makes some attempt to define and connect terminology with the paper's purpose. The essay demonstrates some understanding of figurative and/or symbolic language, if applicable.

Documentation & Mechanics: The essay accurately identifies most of the sources that need documentation but makes errors in format. The essay makes some errors in format, grammar, punctuation, and spelling but not enough to interfere seriously with communication.

Inadequate

Content: The essay does not specify a purpose or creates a thesis that is vague and imprecise. The essay neglects to include supporting ideas, or development tends to be repetitive and logically unsound. Source materials are minimal and lack coherence or any defined relationship to the thesis. The essay engages in little or no synthesis of source materials, choosing instead to copy rather than draw inferences.

Organization: The essay has not made explicit the reasoning behind breaks in paragraphs, and topic sentences are either absent or inappropriate. The essay ignores or inappropriately applies rhetorical modes. The essay shows little attention to quotations and how source materials might relate to the thesis.

Critical Thinking: The essay poses a vague or illogical argument, relying often on over-generalization, over-simplification and/or irrational conclusions. The essay demonstrates little skill in assessing source materials for credibility, accuracy, or bias. The essay is unable to summarize primary and secondary sources. The essay does not consider the audience in the selection of source materials. The essay does not synthesize source materials or draws illogical inferences.

Language Skills: The essay employs redundant vocabulary and unclear references (e.g., an abundance of pronouns without referents). The essay lacks awareness of sentence structure or produces confusing syntax that interferes with communication. The essay relies heavily on colloquialisms and slang. The essay demonstrates little awareness of any figurative and/or symbolic possibilities of language, if applicable.

Documentation & Mechanics: The essay seems unfamiliar with conventions of documentation, does not acknowledge sources accurately, or plagiarizes. The essay makes so many errors in format, grammar, punctuation, spelling that communication is seriously disrupted.