

College of Marin Common Rubric: Written Communication (5/2011)

Name:

Assignment:

	Advanced (4)	Proficient (3)	Satisfactory/ Basic (2)	Not satisfactory/ Below basic (1)
Introduction & conclusion	<ul style="list-style-type: none"> • Introduction has creative, effective lead-in to the thesis. • Compelling conclusion. • Intro. & conclusion work together effectively. 	<ul style="list-style-type: none"> • Introduction leads into the thesis, though somewhat predictably. • Conclusion summarizes the ideas in a new way. 	<ul style="list-style-type: none"> • Introduction leads into the thesis but needs development or focus. • The conclusion only restates the main point. 	<ul style="list-style-type: none"> • There is no introduction or it is vague, formulaic, or confusing. • There is no conclusion.
Thesis & overall paper organization	<ul style="list-style-type: none"> • Crystal clear, insightful, sophisticated thesis which is appropriate for the audience and purpose. • Paper follows a clear, logical structure throughout. 	<ul style="list-style-type: none"> • A clearly stated thesis governs the organization of the paper. • Logical order of ideas overall. 	<ul style="list-style-type: none"> • Thesis may need to be more focused, more complete or offer more original insights. • Paper's overall organization can be followed. 	<ul style="list-style-type: none"> • Paper needs a thesis. • Paper topic needs to be clarified, narrowed or expanded. • Paper needs to respond fully to the assignment. • Order of ideas is confusing.
Paragraph structure & unity	<ul style="list-style-type: none"> • Body paragraphs each have a clear, sophisticated topic sentence that is connected to the writer's thesis/ overall argument. • All body paragraphs stay on topic, with effective paragraph breaks. 	<ul style="list-style-type: none"> • Body paragraphs mostly have clear topic sentences that connect to the writer's thesis. • Body paragraphs are unified, though occasionally some information is off-topic. 	<ul style="list-style-type: none"> • Body paragraphs have topic sentences, though some may be vague. • Most of the time, writer begins a new paragraph for each new topic/idea. • Some paragraphs do not stay on topic. 	<ul style="list-style-type: none"> • Body paragraphs need clear topic sentences. • Paragraph breaks are needed for new topics. • There are too many paragraph breaks. • Many paragraphs don't stay on topic; ideas shift abruptly.
Paragraph development/ content and analysis	<ul style="list-style-type: none"> • Ideas are fully developed with specific, appropriate, compelling evidence, explanation and commentary. • Paper demonstrates thought and originality. • Strong analysis to clarify ideas. • Strong, effective transitions between ideas/topics. 	<ul style="list-style-type: none"> • Points are consistently supported with sufficient, appropriate, convincing evidence, though occasionally it could be more specific or more fully explained. • Most concepts are well analyzed. • Paper needs some clearer transitions between ideas/topics. 	<ul style="list-style-type: none"> • Paper has some appropriate, relevant examples, but needs more support. • Some evidence/source information needs to be more fully explained/analyzed.. • Needs more original insights and analysis. • Transitions needed between ideas/topics. 	<ul style="list-style-type: none"> • Paper needs many more specific examples, more evidence/support. • Essay or body paragraphs need more analysis. • Support need to be more relevant or logical. • Paragraphs need more analysis, rather than summary.
Sentence clarity and conventions	<ul style="list-style-type: none"> • Rare, minor grammatical, spelling or punctuation errors. 	<ul style="list-style-type: none"> • Paper has occasional grammatical, spelling or punctuation errors that are not distracting. 	<ul style="list-style-type: none"> • Grammatical, spelling or punctuation errors are distracting but the ideas are clear overall. 	<ul style="list-style-type: none"> • Frequent grammatical, spelling or punctuation errors interfere with the clarity of the paper.
Sentence fluency and flow	<ul style="list-style-type: none"> • The style is effective, graceful, with a mature use of well-varied sentence structures, appropriate and fresh word choices. 	<ul style="list-style-type: none"> • Writing reads clearly, with some variation and straightforward language. • Occasional awkward/ unclear sentences. 	<ul style="list-style-type: none"> • Writing is easy to read but needs more variety. • Word choices not always appropriate. • Some awkward/unclear sentences. 	<ul style="list-style-type: none"> • Mostly short, simple sentences result in "choppy" writing. • Many awkward or unclear sentences or ineffective word choices.
Citations & integration of quotes (if required)	<ul style="list-style-type: none"> • Sources/quotes used skillfully, with consistently correct & appropriate citation style (MLA, APA, Chicago, etc.). • Complete bibliography. 	<ul style="list-style-type: none"> • Most citations & quotes are presented correctly • Bibliography complete but not correctly formatted. 	<ul style="list-style-type: none"> • Some citations/quotes are incomplete or inaccurate. • Incomplete bibliography. 	<ul style="list-style-type: none"> • Sources are used but need to be named in the paper. • Bibliography/full list of sources not included.

Grade:

Comments: