

Undergraduate-Level Writing Rubric

	Masterful (A, A-/3.7-4.0/80-100%)	Skilled (B+, B/3.0-3.3/70-79%)	Able (B-/2.7/65-69%)	Developing (C+, C/2.0-2.3/55-64%)	Novice (D, F/0-1.0/0-54%)
Thesis (Ideas)	Engaging and full development of a clear thesis as appropriate to assignment purpose.	Competent and well-developed thesis; thesis represents sound and adequate understanding of assigned topic.	Mostly intelligible ideas; thesis is weak, unclear, too broad, or indirect.	Mostly simplistic and unfocused ideas; little or no sense of purpose to control thesis.	Ideas are extremely simplistic, showing confusion or misunderstanding of the topic; thesis is missing or undiscernible.
Content (Support/Evidence)	Consistent evidence with originality and depth of use; content works together as a unified whole; main points are supported with valid and specific evidence.	Ideas supported sufficiently; support is sound, valid, and logical.	Main points and ideas are indirectly supported; support isn't sufficient or specific, but is loosely relevant.	Insufficient; non-specific, and/or irrelevant support.	Lack of support for main points; frequent and illogical generalizations without support.
Structure (Organization)	Organization is sequential and appropriate to assignment; paragraphs are well developed and appropriately divided; ideas linked with smooth and effective transitions.	Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.	Organization, while attempted, was unsuccessful. Paragraphs were simple, disconnected and formulaic. No evident transitions or planned sequence.	Organization, if evident at all, is confusing and disjointed; paragraph structure is weak; transitions are missing, inappropriate and/or illogical.
Tone (Audience/Point of View)	Clear discernment of distinct audience; tone and point-of-view appropriate to the assignment.	Effective and accurate awareness of general audience; tone and point-of-view satisfactory.	Little or inconsistent sense of audience related to assignment purpose; tone and point-of-view not refined or consistent.	Shows almost no awareness of a particular audience; reveals no grasp of appropriate tone or point-of-view for given assignment.	Lacks awareness of an audience particular to assignment; tone and point-of-view inappropriate or very inconsistent.
Sentence Structure (Grammar/Syntax)	Sentences structured powerfully; rich, well-chosen variety of sentence styles and lengths.	Effective and varied sentences; few syntactical errors or colloquialisms.	Formulaic sentence patterns; some errors in construction or use of awkward or colloquial syntax.	Sentences show structural errors; little or no variety; little grasp of sentence flow.	Simple sentences used almost exclusively; frequent errors in structure and syntax.
Mechanics (Spelling/Formatting)	Virtually free of punctuation or spelling errors; appropriate formatting and presentation for assignment.	Occasional spelling or punctuation errors; few formatting errors; most errors likely careless.	Several common spelling and punctuation errors; errors in or inconsistent formatting.	Many spelling and punctuation errors; errors impact meaning; weak/improper formatting.	Many serious spelling and punctuation errors; errors severely impact meaning; blatantly incorrect/absent formatting.
Vocabulary					

