

HOW TO FIND OUT WHERE YOU ARE IN YOUR WRITING PROFICIENCY

Level	Proficiency Level	Knowledge of Conventions	Clarity and Coherence	Rhetorical Choices
4	Accomplished	In addition to meeting the requirements for a "3," the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.	In addition to meeting the requirements for a "3," writing flows smoothly from one idea to another. The student has taken pains to assist the reader in following the logic of the ideas expressed.	In addition to meeting the requirements for a "3," the student's decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.
3	Competent	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	Sentences are structured and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the student's points easy to follow.	The student has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment.
2	Developing	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	The student's decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled.
1	Beginning	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	The student's decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.

HOW I AM GOING TO SCORE YOU

Quality Criteria	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency	(Rating)
1. Thesis/Focus: (a) Originality	Thesis is missing	Thesis may be obvious or unimaginative	Thesis is somewhat original	Develops fresh insight that challenges the reader's thinking	
2. Thesis/Focus: (b) Clarity	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task	Thesis and purpose are somewhat vague OR only loosely related to the writing task	Thesis and purpose are fairly clear and match the writing task	Thesis and purpose are clear to the reader; closely match the writing task	
3. Organization	Unclear organization OR organizational plan is inappropriate to thesis. No transitions.	Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	Organization supports thesis and purpose. Transitions are mostly appropriate.	Sequence of ideas could be improved Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective. Transitions are effective	
4. Support/ Reasoning (a) Ideas (b) Details	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	
5. Use of sources/ Documentation	Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgment.)	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, including personal observation, scientific data, authoritative testimony. Doesn't overuse quotes.	

Adapted from:

Barbara Walvoord, Winthrop Univ., Virginia Community College System, Univ. of Washington.

<http://www.neiu.edu/~neassess/gened.htm#rubric>