

Writing Across the Curriculum Rubric

A **6** essay is superior writing, but may have minor flaws. A typical essay in this category:

- a. addresses the topic clearly and responds effectively to all aspects of the task
 - b. explores the issues thoughtfully and in depth
 - c. is coherently organized and developed, supported by apt reasons and well-chosen examples
 - d. has an effective, fluent style marked by syntactic variety and a clear command of language
 - e. is generally free from errors in grammar, usage, and mechanics
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A **5** essay demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader. A typical essay in this category:

- a. addresses the topic clearly, but may respond to some aspects of the task more effectively
 - b. shows some depth and complexity of thought
 - c. is well organized and developed, with ideas supported by appropriate reasons and examples
 - d. displays some syntactic variety and facility in the use of language
 - e. may have a few errors in grammar, usage, and mechanics
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A **4** essay demonstrates adequate writing. It may have some errors that distract the reader, but they do not significantly obscure meaning. A typical essay in this category:

- a. addresses the topic, but may slight some aspects of the task
 - b. may treat the topic simplistically or repetitively
 - c. is adequately organized and developed, generally supporting ideas with reasons and examples
 - d. demonstrates adequate use of syntax and language
 - e. may have some errors, but generally demonstrates control of grammar, usage, and mechanics
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A **3** essay demonstrates developing competence, but is flawed in some significant way(s). A typical essay in this category reveals *one or more* of the following weaknesses:

- a. distorts or neglects aspects of the task
 - b. lacks focus, or demonstrates confused or simplistic thinking
 - c. is poorly organized and developed, presenting generalizations without adequate and appropriate support or presenting details without generalizations
 - d. has limited control of syntax and vocabulary
 - e. has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning
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A **2** essay is seriously flawed. A typical essay in this category reveals *one or more* of the following weaknesses:

- a. indicates confusion about the topic or neglects important aspects of the task
 - b. lacks focus and coherence, and often fails to communicate its ideas
 - c. has very weak organization and development, providing simplistic generalizations without support
 - d. has inadequate control of syntax and vocabulary
 - e. is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning
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A **1** essay demonstrates fundamental deficiencies in writing skills. A typical essay in this category reveals *one or more* of the following weaknesses:

- a. suggests an inability to comprehend the question or to respond meaningfully to the topic
- b. is unfocused, illogical, or incoherent
- c. is disorganized and undeveloped, providing little or no relevant support
- d. lacks basic control of syntax and vocabulary
- e. has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning