

GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

Criteria	A- Exceeds Expectations	B- Meets Expectations	C- Needs Improvement	D- F Inadequate
<p>Content/Information <i>Clarity of purpose</i> <i>Critical and original thought</i> <i>Use of examples to support conclusions</i> <i>Research</i></p>	<p>Central idea is well developed; clarity of purpose clearly exhibited throughout paper. Abundance of evidence of critical, careful thought to support main ideas, evidence and examples are vivid and specific, while focus on topic remains tight, ideas work together as a unified whole.</p>	<p>Central idea and clarity of purpose are evident throughout the paper, evidence of critical, careful thought, good, relevant supporting examples and evidence.</p>	<p>The central idea is expressed though vague or too broad; some sense of purpose is maintained throughout the paper. Some evidence of critical, careful thought, some examples and evidence though general.</p>	<p>Central idea and clarity of purpose are absent or incompletely expressed and maintained. Little evidence of critical, careful thought, there are too few examples and evidence is mostly irrelevant.</p>
<p>Vocabulary <i>Word usage</i> <i>Tone</i> <i>Audience</i> <i>Point of view</i></p>	<p>Vocabulary is sophisticated and correct, as are sentences, which vary in length. Word uses and vocabulary manipulates subject for maximum effect. Writer's tone is clear, concise, consistent, and appropriate for intended audience. Point-of-view is appropriate for assignment.</p>	<p>Vocabulary is varied, specific and appropriate. Frequently uses subject specific vocabulary correctly. Writer's tone emerges and is generally appropriate to audience. Point of view is satisfactory.</p>	<p>Vocabulary is used properly though sentences may be simple, ordinary. Infrequently uses subject specific vocabulary correctly. Writer's tone exhibits some level of audience sensitivity. Point of view not refined or consistent.</p>	<p>Vocabulary is unsophisticated, not used properly in very simple sentences. Uses subject specific vocabulary too sparingly, lacks audience sensitivity. Point of view somewhat inappropriate or very inconsistent.</p>
<p>Structure <i>Organization</i> <i>Flow of thought</i> <i>Transitions</i> <i>APA Format</i></p>	<p>Paper is logically organized. Easy to follow. Effective, smooth-flow with logical transitions. Professional format-meets all requirements including in-text</p>	<p>Paper has a clear organization, some points misplaced, vagueness or irrelevances in some thought. Easily followed</p>	<p>Paper lacks organization, some points remain misplaced. In addition, stray from topic.</p>	<p>There is no apparent organization. Difficult to follow. No or poor transitions. No flow-clumsy.</p>

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	<p>citations, title page, intriguing introduction, body, strong conclusion, reference page, attention to detail. Shows high degree of attention.</p>	<p>Transition helps create coherence of thought. Meeting formatting, title page, interesting introduction, body, conclusion, reference page, some or attempt at in-text citations, and assignment requirements.</p>	<p>Too many punctuation and/or mechanical errors to allow for flow-clumsy. Parts of paper meet formatting, no title page, introduction lacks originality, body some or no in-text citations, basic conclusion or no conclusion, addressed all or some of assignment requirements.</p>	<p>Formatting clearly not followed, no title page, very little introduction, body lacks direction, simple conclusion if present. Some or few of assignment requirements followed. College level writing is not apparent.</p>
<p>Grammar/Mechanics <i>Sentence structure</i> <i>Punctuation/mechanics presentation</i></p>	<p>Manipulates complex sentences for effect or maximum impact. Free of punctuation or mechanical errors.</p>	<p>Uses complex sentences, effective and varied. Few or occasional punctuation or mechanical errors. Needing to proofread carefully</p>	<p>Uses compound sentences. Contains many punctuation and/or mechanical errors. Few run-on sentences Needing to proofread.</p>	<p>Contains multiple or serious errors of sentence structure, frequent errors in punctuation, spelling capitalization, mechanics, or inaccurate punctuation, run on sentences, obviously no proofreading, communication is hindered. College level writing is not apparent</p>
	<p>A- ____pts Exceeds Expectations</p>	<p>B- ____pts Meets Expectations</p>	<p>C- ____pts Needs Improvement</p>	<p>D- F ____pts Inadequate</p>