# RUBRIC ON WRITING QUALITY          Total Score:          Name:

| Score[1] | CONCEPT | THESIS | SUPPORT | ORGANIZATION | LANGUAGE |
|---|---|---|---|---|---|
| 5 | responds incisively to the prompt; analysis relevant, sophisticated, and original | controlling thesis is specific, arguable, and complex; gives paper sense of inevitability | provides substantial, well-chosen evidence (research or textual citations) used strategically; apt definitions | apt, seemingly inevitable sequence of paragraphs; appropriate, clear and adequate transitions between sentences and paragraphs | apt and precise diction, syntactic variety, clear command of Standard English |
| 4 | responds well to the prompt; analysis goes beyond the obvious | central thesis determines paper's structure | provides adequate and appropriate evidence and makes effort to contextualize it | distinct units of thought in paragraphs, coherently arranged; some transitions between sentences and paragraphs | some mechanical difficulties; occasional problematic word choices or awkward syntax errors; occasional grammar errors; some wordiness |
| 3 | responds adequately to the prompt; may have some factual, interpretive, or conceptual errors or irrelevancies | overly general thesis; gives no indication of organization to follow | provides some evidence but not always relevant, sufficient, or integrated into the paper | uneven: paragraphs sometimes effective, but some brief, weakly unified, or undeveloped; some awkward or missing transitions | occasional major grammar errors (e.g., agreement, tense); frequent minor grammar errors (e.g., prepositions, articles); occasional imprecise diction; awkward syntax; wordiness |
| 2 | confuses some significant concepts, including some of those in the prompt | vague or irrelevant thesis | evidence usually only narrative or anecdotal, awkwardly or incorrectly incorporated | repetitive, wanders | frequent major and minor grammar problems; frequent imprecise diction; wordiness; awkward syntax; repetitive sentence patterns; problems impede meaning |
| 1 | misunderstands prompt and/or course concepts | no discernable thesis | evidence simply listed or not cited at all | arbitrary or no paragraph structure, illogical or no transitions | numerous grammatical errors and stylistic problems; over- whelming non-Standard; errors in every sentence |

[1] Retrieved on November 27, 2004 from http://eee.uci.edu/faculty/strenski/transfer/rubric.html