Writing Rubric

	Emerging - Score: 1	2	Developing - Score: 3	4	Mastering - Score: 5	6
Ideas	Does not respond to the assignment, lacks central idea, and may neglect to use sources where necessary. Does not have a clear central idea or does not respond appropriately to the assignment. May be too vague or obvious to be developed effectively. May misunderstand sources.	Less effective at coherently responding to the assignment. Presents a general central idea, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. When defining terms, often it depends on dictionary definitions. Responds appropriately to the assignment. Clearly states a central idea, but has minor lapses in development. Acknowledges the complexity of a central idea and the possibility of other points of view. Shows careful understanding of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing; limited enough to be manageable. Recognizes some complexity of its central idea: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.
Organization & coherence	No appreciable organization; lacks transitions and coherence. May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to central ideas.	Lists or arrange ideas randomly rather than using any evident logical structure. Transitions are present, but they are likely to be sequential (first, second, third) rather than logical. Each paragraph may relate to a central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence. Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to central idea.	Uses a logical structure appropriate to subject, purpose, and audience. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.

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Support	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief. Depends on clichés or overgeneralization for support, or offers little evidence of any kind. May be an essay rather than personal narrative.	Often uses generalizations to support its points. May use examples, but they may be too obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Frequent lapses in logic may be present. Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.
Style	Usually contains many awkward sentences, misuses words, and employs inappropriate language. May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing. Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits narrative's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.
Mechanics	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence. Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. May contain a few errors, which may annoy the reader but not impede understanding.	Almost entirely free of spelling, punctuation, and grammatical errors.