

Writing Rubric

	A Range - Displays following characteristic with exceptional grace and mastery	B Range - May resemble A paper, with any of the following qualities	C Range - May resemble B paper, with any of the following qualities	D Range - May resemble C paper, with any of the following qualities
Thesis / Argument	Interesting, arguable, incisive; sufficiently limited in scope; stated early on and present throughout	Arguable, but may be vague or uninteresting, or feature unintegrated parts; may only be implied, but not clearly stated; may not be argued throughout, disappears in places	Vague, descriptive, or confusing; parts unintegrated (i.e. three unrelated prongs); only implied or not stated early on; not argued throughout, disappears in places	Missing or purely descriptive (an observation or statement of fact, or may be total misreading)
Structure	Logical, progressive (not just a list), invites complications and consideration of counter-argument; strong and obvious links between points; coherent, well-organized paragraphs	Generally logical but either confusing in places (big jumps, missing links) or overly predictable; may be underdeveloped; some disorganized, bloated, or skimpy paragraphs	Confusing (big jumps, missing links or overly predictable ("five paragraph theme")); disorganized paragraphs (usually skimpy), often headed with descriptive (versus argumentative) topic sentences	Confusing; little focused development (usually short or rambling); disorganized paragraphs; missing, garbled, or purely descriptive topic sentences
Evidence	Sufficient, appropriate, well-chosen; presented in a readable and understandable way	Generally solid, but may be scanty or presented as undigested quotations	Either missing or presented as undigested quotations; may be taken out of context	Very few examples; undigested quotations; taken out of context
Analysis	Insightful and fresh; more than summary or paraphrase; shows how evidence supports thesis	At times insightful, but sometimes missing or mere summary; makes inconsistent connections between evidence and thesis	Some insightful moments, but generally either missing or mere summary; may present some misreadings	Missing or based on misinterpretations or mere summary
Sources	Well-chosen and deployed in a range of ways (to motivate argument, provide key-terms, etc); quoted and/or cited correctly	Quoted and/or cited correctly for the most part, but may be deployed in limited ways (often as a straw man or simply as affirmation of writer's viewpoint)	Plopped in if used at all; may be quoted and/or cited incorrectly, used as filler or affirmation of writer's viewpoint	Plopped in if used at all; incorrectly quoted and/or cited; used as filler
Style	Clear and conversational yet sophisticated; diction level appropriate to audience; smooth, stimulating, a pleasure to read	Generally clear but lacking in sophistication; may be weighted down by fancy diction meant to impress; may exhibit some errors in punctuation, grammar, spelling, and format	May be generally unclear and hard to read, or simplistic; may contain many technical errors; likely contains numerous careless mistakes; evidence of little to no editing and proofreading	Either simplistic or difficult to read; riddled with technical errors; lacks signs of any proofreading