

Rubric Used for Writing Assessment

(Developed by Professor Kim Voss and team, Department of Sociology, as part of the Teagle and Spencer Foundation grant, "Systematic Improvement of Undergraduate Education in Research Universities" 2011)

	Exemplary	Competent	Developing	Beginning
Mechanics	<ul style="list-style-type: none"> *Correct grammar *Correct punctuation 	<ul style="list-style-type: none"> *Some grammar mistakes, but they don't interfere with the meaning of the paragraph *Some punctuation mistakes, but they don't interfere with the meaning of the paragraph 	<ul style="list-style-type: none"> *Some grammar mistakes that may interfere with the meaning of the paragraph *Some punctuation mistakes that may interfere with the meaning of the paragraph 	<ul style="list-style-type: none"> *Grammar mistakes prevent an understanding of the paragraph *Punctuation mistakes prevent an understanding of the paragraph
Thesis	<ul style="list-style-type: none"> *Strong thesis statement in the first few sentences 	<ul style="list-style-type: none"> *Weak thesis statement in the first few sentences 	<ul style="list-style-type: none"> *No thesis statement but sentences cohere around a general topic 	<ul style="list-style-type: none"> *No thesis statement and no obvious topic in the paragraph
Style	<ul style="list-style-type: none"> *Lots of variation in wording and sentence structure *Most often, words or phrases link sentences together *Excellent flow to the paragraph 	<ul style="list-style-type: none"> *Some variation in wording and sentence structure *Some sentences have words or phrases that link them together, but not all *Good flow to paragraph 	<ul style="list-style-type: none"> *Little variation in wording and sentence structure *Little use of words or phrases to link sentences together *Weak flow to the paragraph 	<ul style="list-style-type: none"> *No variation in wording and sentence structure *Sentences are confusing and not linked together with words or phrases *No flow to the paragraph