**Grading Rubric for Writing Assignment**

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|  | **A (4)** | **B (3)** | **C (2)** | **D/F (1/0)** |
| **Focus**: Purpose | Purpose is clear | Shows awareness of purpose | Shows limited awareness of purpose | No awareness |
| **Organization**: Paragraphs | All paragraphs have clear ideas, are supported with examples and have smooth transitions. | Most paragraphs have clear ideas, are supported with some examples and have transitions. | Some paragraphs have clear ideas, support from examples may be missing and transitions are weak. | Para. lack clear ideas |
| **Content** | Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details. | Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific. | Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature. | Content is not sound |
| **Style:** Sentence structure | Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation. | Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors. | Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors. | Sentences aren’t clear |
| **Style:** Word choice, Tone | There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader’s interest with ease. | There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper. | There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd. | No attempt at style |
| **Grammar & Mechanics** | Excellent grammar, spelling, syntax and punctuation. | A few errors in grammar, spelling, syntax and punctuation, but not many. | Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading. | Continuous errors |