

### **Writing Rubric for Assessment**

On the following page you will find a Writing Rubric for Sophomore and Senior-Level Courses. This is not the rubric your professors will give you for their particular classes. We have included this here to show you our expectations for how you will develop as a writer during your college years. This is the rubric used by the School of Business to assess our students' writing during their college careers.

## Writing Rubric for Sophomore and Senior-Level Courses

PAPER CODE NAME:		ASSESSMENT DATE:		
EVALUATOR:				
KEY CHARACTERISTICS	DEVELOPED 3	DEVELOPING 2	UNDERDEVELOPED 1	SCORE
Purpose & Thesis	The Intro provides easily identifiable purpose/thesis. Conclusion nicely unifies work.	Intro states purpose/thesis but value of contribution may be unclear. Conclusion hits key results.	In the Intro, the purpose/thesis of the paper is unclear. Conclusion missing or unsupported by findings.	
Logic, Evidence & Reasoning	All ideas in the paper flow logically; each argument is identifiable, reasonable, and supported by appropriate evidence. Author anticipates and successfully defuses counter-arguments and makes novel connections to illuminate thesis. Examples are used to support the paper's purpose. Excellent integration of quoted material into sentences. Excellent transitions from point to point.	Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments are acknowledged, although perhaps not adequately addressed. Examples used to support points where helpful. At times, evidence could be deployed more effectively. Quotes generally well integrated into sentences.	Logic often fails, or argument is often unclear. May not address counter-arguments. Points often lack supporting evidence, or evidence does not advance or relate to claims (often because there may be no clear point). Quotes may be poorly integrated into sentences.	
Document Organization	Organization is clear and appropriate for thesis. Paragraphs support solid topic sentences.	Organization generally clear and appropriate, though may wander occasionally.	Overall structure and organization less than evident.	
Mechanics & Control of Language	Excellent sentence structure and grammar. Correct use of punctuation and citation style. Minimal to no spelling errors. No run-on sentences, comma splices, or non-sentences.	Sentence structure and grammar strong despite occasional lapses. Punctuation and citation style often used correctly. Some (minor) spelling errors; may have 1-2 run-on sentence or comma splice.	Problems in sentence structure and grammar. Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.	
PLEASE PLACE COMMENTS TO HELP IMPROVE ASSESSMENT (E.G. RUBRIC/ASSIGNMENT) ON THE BACK				