Rubric for Assessing Writing Across the Curriculum

	Score	Insufficient (1)	Developing (2)	Sufficient (3) (Capstone Goal)	Exemplary (4)
Responding to assignments **(Writing appropriately for the situation)**		The purpose of the student work is not well defined and in general the work doesn't respond to the assignment or prompt.	The writer might insufficiently respond to the assignment, might be needlessly repetitive, or might frequently divert from the main purpose of the assignment.	The writer consistently and directly responds to the prompt or assignment and the central purpose of the student work is clear.	The writer engages fully with the assignment or writing prompt, and fully and directly addresses elements of the assignment in an interesting way.
Supporting Ideas **(Supporting thesis with relevant, specific information and ideas)**		Thoughts appear disconnected. Support is, unclear, non-existent, or contradictory.	Support is occasionally insufficient, unclear, repetitive, or wanders away from the central purpose.	Ideas and details are usually in direct support of the thesis, though they might be slightly repetitive or insufficient.	Each main point is sufficiently supported by useful, interesting details and ideas, and each detail serves the overall thesis of the writing project.
Organization and clarity **(Sequencing of elements and ideas, moving from general to specific)**		Information and ideas are poorly sequenced or disconnected, making it difficult to follow. Introduction or conclusion distract from the work or are missing.	Information and ideas are presented in an order that the audience can follow with some difficulty. Portions of the text wander, digress or are seemingly unrelated.	Information and ideas are presented, from introduction to body to conclusion, in a logical sequence. The reader can follow with little or no difficulty, and each element of the text is in service of the whole.	Information and ideas are presented in a logical, engaging, entertaining sequence. The introduction and conclusion effectively serve the purpose of the work.
Prose Style and Syntax **(Managing sentences, sentence variety, and grammar)**		The work is consistently or significantly distorted by a variety of sentence-level errors: run-ons, fragments, subject-verb disagreement, etc.	While frequently error free, the work consists of one sentence type and falls into slang or dialect English. Syntactical or grammatical errors distract, distort or impede understanding.	The work includes some variety of sentence types, and generally adheres grammatically to standard written English rather than spoken English. It can be read with minimal difficulty.	The work includes a variety of sentence types (simple to compound-complex), is nearly free from grammatical errors, and is easy and engaging to read.
Spelling, Word-Choice, and Punctuation (Typos, homonyms, "text-ese" and slang)		The reader is consistently or significantly distracted by a variety of errors.	While a variety of errors do distract from the work, it is usually clear what the author intends to say.	The writer is generally in control of language, but the readability of the work is disrupted because the writer *makes one or a few minor errors repeatedly*.	The work is free from typographical errors, and each word seems appropriate and carefully chosen.
Overall Score:		**Total Points:**			