



Writing Program General Grading Rubric

Grade Ranges

Below 50	50-60	60-70	70-80	80-90	90-100
<p>Grades in this range identify assignments with problems sufficiently severe and/or pervasive that they significantly compromise the document's ability to communicate.</p> <p>Grades in this range generally indicate ONE or more of the following characteristics:</p> <ol style="list-style-type: none"> 1. Plagiarism. 2. Failure to follow the assigned topic. 3. Severe systematic problems 	<p>Grades in this range identify assignments that, while generally acceptable, have AT LEAST ONE of the following characteristics:</p> <ul style="list-style-type: none"> ▶ a significant global deficiency (mistaken audience, inconsistency in purpose) ▶ several major problems (see list below) ▶ numerous minor problems 	<p>Grades in this range tend to be fairly common in writing courses.</p> <p>These grades identify a generally good performance on the criteria listed below with minor problems of various kinds throughout the assignment or in more than one category.</p>	<p>These grades may also be given to assignments that contain some minor mistakes, or even a very small number of more significant ones, provided that other outstanding attributes compensate for them.</p>	<p>More common than 90+ but still relatively rare, assignments in this range demonstrate the same features as those in the upper range (clear purpose; coherent and cohesive writing, varied prose style), but to a slightly lesser degree or with a few minor problems.</p>	<p>Grades in this range are very rare, and identify assignments that show considerable originality and unusual skill in addressing an audience, accomplishing a purpose, using an appropriate style, choosing an appropriate document design or format, and proofreading thoroughly.</p>

Please note that these descriptions are guidelines only, and do not cover all situations.

Evaluation criteria

Category	Description of a major problem in this category
Purpose	<ul style="list-style-type: none"> ▪ an unclear, vague, weak, or otherwise problematic thesis statement
Audience	<ul style="list-style-type: none"> ▪ inappropriate linguistic register; incorrect assumptions about background knowledge of reader
Coherence	<ul style="list-style-type: none"> ▪ problems with paragraph length/structure
Cohesion	<ul style="list-style-type: none"> ▪ lack of connection between ideas, paragraphs
Style	<ul style="list-style-type: none"> ▪ lack of sentence variety, awkwardness, faulty sentence structure
Grammar	<ul style="list-style-type: none"> ▪ sentence boundary errors: fused sentences, comma splices, sentence fragments
Proofreading	<ul style="list-style-type: none"> ▪ typos, misspellings, and so on common enough to significantly slow down the reader
Format	<ul style="list-style-type: none"> ▪ poor document design for technical writing assignments; incorrect essay format
Citation	<ul style="list-style-type: none"> ▪ problems with proper citation format, scholarly procedure