<table>
<thead>
<tr>
<th>Writing Rubric</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of purpose</strong></td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</td>
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<tr>
<td><strong>Support and Content Development</strong></td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.</td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
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<tr>
<td><strong>Control of grammar and mechanics</strong></td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
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</tbody>
</table>
Writing Rubric Details

1. The writing assignment is focused around a statement of purpose (central point, thesis, hypothesis or claim), which
   a. demonstrates a main idea behind the writing assignment which is self-evident and sophisticated both to the student writer and the audience.
   b. is logical, arguable (if necessary), and provable within the scope of the assignment.

2. The writing assignment utilizes support, which
   a. proves that the student writer understands the distinction between subjective and objective knowledge, and uses each one appropriately to benefit the writing assignment.
   b. develops a reasonable variety of credible and relevant evidence which may include: examples (personal, historical, scientific, etc.), specific illustrations, facts, data, or statistics.
   c. includes sources, when required, that are used meaningfully, and relatively to the topic/thesis.
   d. responsibly documents sources, when required, using either MLA or APA as assigned, to avoid plagiarism.

3. The writing assignment demonstrates clear structural organization, which
   a. follows a clear plan of development, utilizing coherent paragraph and/or essay structure.
   b. shows clear transitions (either a word or a phrase) that move the writing logically from one point or example to the next.
   c. maintains a single point of focus per paragraph to avoid digressions.

4. The writer has a comprehensive grasp of grammar and sentence mechanics, which
   a. correctly uses English grammar, i.e.: punctuation, subject/verb agreement, complete sentences, etc.
b. dictates college-level language, conveyed in a professional tone.

c. incorporates a variety of sentence structures to build an interesting and sophisticated writing assignment.

d. uses language which is sensitive, in that it avoids unnecessary slurs or derogatory ideas.

Writing Artifacts may include: essays, paragraphs, summaries, reports, critiques, analyses, evaluations, and research papers.