Western Arts&Humanities

Writing Studies General Grading Rubric

Grade Ranges

Below 50	50-60	60-70	70-80	80-90	90-100
Grades in this range identify assignments with problems sufficiently severe and/or pervasive that they significantly compromise the document's ability to communicate. Grades in this range generally indicate ONE or more of the following characteristics: 1. Plagiarism. 2. Failure to follow the assigned topic. 3. Severe systematic problems	Grades in this range identify assignments that, while generally acceptable, have AT LEAST ONE of the following characteristics: ▶ a significant global deficiency (mistaken audience, inconsistency in purpose) ▶ several major problems (see list below) ▶ numerous minor problems	Grades in this range tend to be fairly common in writing courses. 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.	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.	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.	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.

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	▪ an unclear, vague, weak, or otherwise problematic thesis statement
Audience	▪ inappropriate linguistic register; incorrect assumptions about background knowledge of reader
Coherence	▪ problems with paragraph length/structure
Cohesion	▪ lack of connection between ideas, paragraphs
Style	▪ lack of sentence variety, awkwardness, faulty sentence structure
Grammar	▪ sentence boundary errors: fused sentences, comma splices, sentence fragments
Proofreading	▪ typos, misspellings, and so on common enough to significantly slow down the reader
Format	▪ poor document design for technical writing assignments; incorrect essay format
Citation	▪ problems with proper citation format, scholarly procedure