

MSL Writing Rubric	4 Outstanding - A	3 Proficient - B	2 Satisfactory - C	1 Minimal - D	0 Not Met - F
STANDARDS & CRITERIA	Student's work is consistently excellent with thorough, thoughtful, correct, and well-organized work products without any substantive or grammatical errors. Student displays an accurate use and understanding of principles, issues, concepts and vocabulary relevant to this topic and is able to clearly articulate a position using illustrations and examples from the course.	Student's work is consistently good or improving , with mostly thorough, thoughtful, correct, and well organized work products containing few substantive or grammatical errors. Student displays an accurate use and understanding of most of the principles, issues, concepts and vocabulary relevant to this topic and is able to articulate a position using many of the illustrations of this course.	Student's work is adequate for this level , with some substantive, organizational, interpretive, and grammatical errors. Student displays an accurate use and understanding of many of the principles, issues, concepts and vocabulary relevant to this topic and is able to articulate a position using some of the illustrations and examples from the course.	Student's work is mostly insufficient for this level, or inaccurate, and contains many substantive, organizational, interpretive, and/or grammatical errors. Student does not demonstrate a consistent understanding of principles, issues, concepts and vocabulary relevant to this topic and has difficulty articulating a position using illustrations and examples from the course.	Student did not complete course requirements, or work did not meet the standards for minimal completion of competencies/objectives.
MECHANICS & CORRECTNESS	<p>Nearly flawless sentence structure; Uses a wide range of standard writing conventions; Minor errors may exist, but they do not detract from the overall quality of the writing; <u>Sentence Level Errors:</u> Fragments Comma Splices Run-ons Other (Specify)</p> <p><u>Punctuation:</u> Commas Apostrophes Semi-colons Other (Specify)</p> <p><u>Mechanics:</u> Capitalizations Abbreviations Spelling Other (Specify)</p> <p><u>Grammar:</u> Pronoun Agreement Pronoun Case Verb Agreement Other (Specify)</p>	<p>Sentences communicate ideas clearly; Sentence structures are varied; Errors do not generally interfere with the overall quality of the writing; <u>Sentence Level Errors:</u> Fragments Comma Splices Run-ons Other (Specify)</p> <p><u>Punctuation:</u> Commas Apostrophes Semi-colons Other (Specify)</p> <p><u>Mechanics:</u> Capitalizations Abbreviations Spelling Other (Specify)</p> <p><u>Grammar:</u> Pronoun Agreement Pronoun Case Verb Agreement Other (Specify)</p>	<p>Sentence structure tends to be simplistic; Employs limited variation of sentence structure; Mechanical errors sometimes interfere with quality of writing; <u>Sentence Level Errors:</u> Fragments Comma Splices Run-ons Other (Specify)</p> <p><u>Punctuation:</u> Commas Apostrophes Semi-colons Other (Specify)</p> <p><u>Mechanics:</u> Capitalizations Abbreviations Spelling Other (Specify)</p> <p><u>Grammar:</u> Pronoun Agreement Pronoun Case Verb Agreement Other (Specify)</p>	<p>Sentences are unclear and structure is unvaried; A variety of errors or frequent errors substantially detracts from the quality of the writing; <u>Sentence Level Errors:</u> Fragments Comma Splices Run-ons Other (Specify)</p> <p><u>Punctuation:</u> Commas Apostrophes Semi-colons Other (Specify)</p> <p><u>Mechanics:</u> Capitalizations Abbreviations Spelling Other (Specify)</p> <p><u>Grammar:</u> Pronoun Agreement Pronoun Case Verb Agreement Other (Specify)</p>	<p>Simple sentences are relied on heavily; Little or no variety of structure; Writing errors prevent reader comprehension; <u>Sentence Level Errors:</u> Fragments Comma Splices Run-ons Other (Specify)</p> <p><u>Punctuation:</u> Commas Apostrophes Semi-colons Other (Specify)</p> <p><u>Mechanics:</u> Capitalizations Abbreviations Spelling Other (Specify)</p> <p><u>Grammar:</u> Pronoun Agreement Pronoun Case Verb Agreement Other (Specify)</p>

CLARITY	Presentation of information is perfect for context; Language and tone are natural and appropriate; Word choice is consistently precise and purposeful; Usage and mechanics contribute to the writer's ability to communicate.	Presents information clearly; Tone of the writing is consistently appropriate for the audience and context; Word choice is accurate and varied; Language is suitable to the assignment; Usage and mechanics provide direct communication of purpose.	Generally presents information clearly, with the very occasional confusing phrase; Tone of the writing is generally appropriate for the audience and context, with an occasional slip-up; Word choice is correct but simple and without variety; Language is proper but tends to be stiff and unnatural; Usage and mechanics do not hinder writer's ability to communicate purpose.	Struggles to present information clearly; Language is often confusing; and tone is informal and conversational; Frequent errors in word choice; Vocabulary is often inaccurate; Usage and mechanics often obscure writer's ability to communicate.	Presentation of information is confused and without substance; Language is awkward; Choice of words leads to reader confusion; Vocabulary is simplistic and/or inaccurate; Writer does not communicate purpose.
ORGANIZATION	Employs clear logic & effective transitions; Writing has a natural flow and rhythm; Paragraph structure consistently and effectively supports content; Reader understands relation of each part to central purpose.	Consistency, logic and transitions are well-managed; Writing has a predictable flow and rhythm; Paragraph structure uniformly supports content; Effectively uses organizational techniques to enhance the reader's understanding of content; Momentary lapses of coherence are quickly clarified.	Consistency, logic and transitions show some weakness; Writing flows mechanically; Paragraph structure supports content, but does not consistently and naturally flow; Uses most organizational techniques effectively to enhance reader's understanding of content; May struggle with one or two techniques.	Contains repetition and digression; Writing moves awkwardly; Paragraph structure is weak and does not support an understanding of content; Struggles with organizational techniques, particularly the essential technique of transitions, but shows some progress that bodes well for future work.	Inconsistency and little or no logical progression; Writing is redundant, choppy, and/or halting; Paragraph structure is confusing and ineffective; Does not use organizational techniques to enhance reader understanding of content to any significant degree.
CONTENT	Ideas are focused, and well-developed; Discussion of topic is clear, concise and comprehensive; Central idea or thesis is strongly supported by well-chosen and integrated details; Evidence of strong reflective analysis.	Ideas are focused and are developed; Discussion of topic is pointed and complete; Central idea or thesis is apparent; Central idea or thesis is supported by obvious details; Evidence of good reflective analysis.	Ideas are focused and somewhat developed; Discussion of topic is superficial but reasonable; Central idea or thesis is present and supported by general, but sufficient, details; Evidence of some reflective analysis.	Ideas may be focused, but are only partially developed; Discussion lacks details; Reader can discern the central idea or thesis but with difficulty; Support for the central idea or thesis is sparse; few details are provided; Evidence of weak reflective analysis.	Ideas lack focus, are under-developed; Central idea or thesis is without direction or is not evident; Support for the central idea or thesis is non-existent; details are unclear; No evidence of reflective analysis.