

WLU General Studies Writing Assessment Rubric

Criteria	Descriptive Values					
	Advanced	Proficient	Adequate	Limited	Inadequate	N/A
Controlling Idea: Focus/Purpose/Thesis	Engaging, clear, well-developed controlling idea, as appropriate to assignment. Reflects confident, careful, even imaginative thought.	Competent and well-developed controlling idea that demonstrates sound understanding of the assignment.	Controlling idea present but weak, i.e., obvious and too broad. Shows superficial or cursory engagement with assignment.	Controlling idea present but very weak, i.e., vague, trite, unfocused, simplistic. Demonstrates poor grasp of assignment.	No obvious controlling idea. Confused, overly simplistic thinking, with no apparent connection to assignment.	
Organization & Structure	Sophisticated organization & structure, appropriate to assignment. Well developed, unified paragraphs with smooth, effective transitions.	Competent organization & structure, appropriate to assignment. Sound paragraphing with reasonable/logical transitions.	Functional organization & structure, serviceable for assignment. Some use of transitions; some paragraphs “stand-alone.”	Attempted but unsuccessful organization & structure. Simple, formulaic paragraphs, often lacking transitions and logical order.	Little or no organizing structure. Paragraphing erratic and lacking transitions.	
Development & Support (Content)	All main points are amply supported with valid, relevant, specific evidence. Ideas work together as unified whole.	Main points are sufficiently supported with sound, specific evidence. Ideas work but generally lack imagination.	Most main points are adequately supported but with underdeveloped evidence, often lacking specificity.	Little or no relevant support for ideas. Use of broad and/or illogical generalizations.	Total lack of relevant support. Often mere repetition rather than development.	
Style: Tone/Diction/Audience Appropriateness	Strong, confident voice created by precise, sophisticated word choice and varied sentence structure. Clear discernment of audience.	Clear voice using accurate but unadventurous diction and some variety of sentence structure. Aware of appropriate audience.	Generic, safe voice employing standard diction with heavy reliance on simple and compound sentences. Some awareness of audience	Little or no sense of voice or audience. Simplistic diction and over-reliance on simple sentences.	No consistent sense of voice or audience. Poor and incorrect word choice. Inadequate control of sentences.	
Mechanics: Grammar/Usage/ Spelling*	Exceptional command of mechanics, facilitating clarity and coherence.	Clear control of mechanics. Some errors, but not enough to detract from meaning and style.	Adequate control of mechanics. Some obvious errors that weaken meaning and disrupt flow of paper.	Marginal grasp of mechanics, often hindering understanding of paper; multiple significant errors.	Insufficient grasp of mechanics. Large number of errors severely hindering understanding of paper.	
Format (As Applicable)						

Comments: