

# COLORADO COLLEGE WRITING EVALUATION RUBRIC

Criteria/ Descriptors	Excellent (outstanding work)	Good (solid work)	Acceptable (average work)	Needs Work (insufficiently coherent work)
<b>Quality of Thought</b>	The writer's argument or point is clear, focused, and coherent. They establish context, purpose, and a point of view.	The writer consistently has an argument or makes a point, but their arguments may not be compelling. Paragraphs develop the main idea for the most part. There may be occasional lapses in coherence, clarity, or organization of ideas.	The student writes well enough to communicate, has a focus for their writing, and usually uses appropriate evidence to support their points. However, the main idea may be simplistic and/or the analysis underdeveloped.	The writer may have trouble establishing purpose, context, or point of view. They may not have a clear main idea or may attempt to present too many unrelated, general ideas.
<b>Rhetorical Sophistication</b>	Paragraphs are logical, coherent, unified, and developed with appropriate evidence. The writer keeps related words and ideas together, defines terms, elaborates on general or abstract terms and explains essential concepts.	The writer may have weak conceptual links and/or superficial transitions. The writer develops his/her point with evidence or examples, but these may lack depth or detail, or may not clearly support the main idea.	The writer may use few examples to develop analysis or may not grasp the concept completely. Organization may be repetitious or random; individual paragraphs may not consistently develop the main idea.	Individual paragraphs may be fragmented, or there are few real connections between paragraphs. The writer may offer little evidence to support their ideas.
<b>Mechanics</b>	The writer uses clear sentence structure and idiomatic language, has control over grammar and diction. The writing is generally free from mechanical errors.	The writer uses clear, fluent, and generally idiomatic English, but may be unsure of the connotation of some words. Sentence structure may not always reflect the logical relationships of its discrete parts. The writer generally has control over grammar and diction. There may be infrequent, minor mechanical errors or repetition of a single error.	The writer has adequate control of sentence structure, grammar, and diction, but may produce a pattern of errors that suggest a need for more careful editing.	Individual sentence may be short and choppy, long and incoherent, or incomplete. The writer may have poor control of sentence structure, grammar, and diction. Their word choice may be unidiomatic. Mechanical errors may impede understanding.

SUMMATIVE COMMENTS FOR THE WRITER: