

Martin Luther College ● Common Writing Rubric (Revised Fall 2019)

Criteria	<b>Developing</b> This paper reflects the need for assistance and coaching from the Writing Center or another writing mentor.	<b>Satisfactory</b> This paper reflects an adequate performance of the assignment.	<b>Very good</b> This paper is an effective performance of the assignment, but it lacks the excellence of a superior paper.	<b>Superior</b> This paper moves readers to admiration and reflects consistently high-quality work.
<b>Complexity of thought and depth of insight</b>	Complexity of thought and depth of insight are <b>consistently lacking</b> ; a significant portion of the content is <b>off-topic, irrelevant, or inaccurate</b> .	<b>Some</b> complexity of thought and depth of insight are evident <b>in places</b> , but <b>not throughout</b> .	Complexity of thought and depth of insight are <b>consistently evident</b> ; content progresses <b>beyond simple summary or obvious comments</b> .	Complexity of thought is <b>creative and original</b> ; depth of insight is <b>perceptive</b> .
<b>Organization</b>	The overall pattern of development is <b>weak - the connection between thoughts is often unclear</b> .  <b>Most paragraphs lack focus, development, and/or fail to employ transitions effectively.</b>	The overall pattern of development is <b>evident but simplistic</b> .  <b>Some paragraphs</b> are focused, well-developed, and feature effective transitions, <b>while others do not</b> .	The overall pattern of development demonstrates <b>only occasional inconsistencies</b> .  <b>Most paragraphs</b> are focused, well-developed, and use effective transitions.	The overall pattern of development is <b>logical, consistent, and effective</b> .  Paragraphs have a <b>clear and distinct focus</b> , are <b>well-developed</b> , and feature <b>effective transitions</b> .
<b>Thesis/focus</b>	The thesis/focus is <b>unclear, poorly supported</b> , or supported with <b>irrelevant data</b> ; the paper may contain <b>gross generalizations or unsupported claims</b> .	The thesis/focus is <b>evident but only partially developed or supported</b> by provided evidence.	The thesis/focus is <b>clear and generally well-supported</b> with details and evidence.	The thesis/focus is <b>clear</b> and well-supported with <b>specific and significant</b> details and evidence.
<b>Introduction and conclusion</b>	The introduction or conclusion is <b>not evident or irrelevant</b> .	The introduction or conclusion provides a <b>vague or under-developed</b> frame for the body of the paper.	The introduction and conclusion provide an <b>effective and appropriate</b> frame for the body of the paper.	The introduction and conclusion provide and <b>thought-provoking and memorable</b> frame for the body of the paper.
<b>Clarity and eloquence</b>	<b>Most ideas</b> are unclear. Simple sentences, run-on sentences, or repetitive structures <b>dominate</b> .  Word choice is <b>frequently unclear or inappropriate</b> .	<b>Many ideas</b> are unclear. <b>Many sentences</b> lack variation in structure or length.  Word choice is <b>adequate</b> but <b>occasionally</b> unclear or inappropriate.	<b>Most</b> thoughts are clear, with a <b>reasonable</b> variety of sentence structure and length.  Word choice is <b>appropriate</b> but may <b>lack specificity or creativity</b> .	Thoughts throughout are clear, with a <b>rich and purposeful</b> variety of sentence structure and length.  Word choice is <b>clever and memorable</b> , employing vivid and precise vocabulary.
<b>Grammar/mechanics and citations</b>	The number of errors <b>reveals the need for additional coaching in this area</b> .	The number of errors in this category <b>detracts from the presentation</b> .	Each page may contain a <b>small number</b> of grammar-mechanics or citation errors.	Every page is free from grammar/mechanics or citation errors.

Submissions that do not meet the minimum Developing threshold for performance will be scored as failing.

Any gross error in any category may significantly diminish the paper's grade. ● Professors reserve the right to fail papers for plagiarism.