

EVALUATION RUBRIC

NAME _____

Thought and Detail	
When marking Thought and Detail, the marker should consider <ul style="list-style-type: none"> • How well the thesis is structured • The quality of the unifying ideas • How effectively the response addresses the question • How clearly the response is developed (by examples, specific details, analogies, etc.) 	
10	EXCELLENT: Ideas expressed are insightful, carefully considered, and confident. Support is precise, thoughtfully selected, and/or imaginative. A perceptive response to the task is demonstrated implicitly or explicitly. Such writing is often lively and/or imaginative.
9	
8	PROFICIENT: Ideas expressed are thoughtful. Support is relevant, purposeful, and, where appropriate, concrete. A thoughtful response to the task is demonstrated implicitly or explicitly. Such writing demonstrates an attempt to go beyond the bare requirements of the task.
7	
6	SATISFACTORY: Ideas expressed are appropriate but predictable. Support is general or details are commonplace. A conventional response to the task is demonstrated implicitly or explicitly. Such writing fulfils the task but does so matter-of-factly.
5	
4	LIMITED: Ideas expressed are superficial and underdeveloped. Support is generalized, vague, and/or repetitive. Such writing does not fulfill the task completely.
3	
2	POOR: Ideas are only marginally relevant and are largely underdeveloped. Support is inappropriate or lacking. Such writing may be frustrating for the reader.
1	
INS	INSUFFICIENT: The marker can discern no evidence of an attempt to fulfill the assignment as stated, OR the assignment is so deficient in length that is not possible to assess thought and detail.

Writing Skills	
When marking Writing Skills, the marker should consider the effectiveness of the total impression created by the writer’s voice and the extent to which the writing demonstrates control of: <ul style="list-style-type: none"> • Diction • Syntax • Mechanics • Grammar 	
5	EXCELLENT: The writing is skillfully structured and fluent. Diction is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
4	PROFICIENT: The writing is clear and generally fluent. Diction is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity or effectiveness of communication.
3	SATISFACTORY: The writing is clear. Diction is adequate but tends to be general rather than specific. Syntax is generally straightforward but occasionally awkward. Despite errors, student demonstrates control of conventions.
2	LIMITED: The writing may be unclear and/or ineffective. Diction is inappropriate and/or imprecise. Syntax is immature and/or frequently awkward. Errors may reduce the clarity of communication.
1	POOR: The writing is frequently unclear and not fluent. Diction is frequently inaccurate. Syntax is confused and uncontrolled. Frequent errors impede communication.

MARKER ONE: _____

MARKER ONE: _____

MARKER TWO: _____

MARKER TWO: _____