

## WRITING & PRESENTATION COMPETENCY RUBRIC

	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Weak (2)</b>	<b>Poor (1)</b>
<b>Assignment</b>	90-100	80-89	70-79	60-69	0-59
	Substantially exceeds requirements	Exceeds requirements	Meets requirements	Partially meets requirements	Does not meet requirements
<b>Content</b>					
<b>Audience/ Purpose (5)</b>	Addressed in manner appropriate to purpose. Stance is that of an expert who consistently and skillfully anticipates reader's needs. (5)	Addressed in a manner appropriate to purpose. Stance is somewhat tentative and meets readers' needs with some skill but is not as consistently successful. (4)	Addressed in a manner that shows some awareness of purpose. Stance is that of a novice attempting to please an expert. (3)	Addressed in a manner that demonstrates little awareness of purpose. Stance is mostly egocentric with little awareness of reader's needs. (2)	Little or no awareness of audience or form's requirements. Egocentric. A written form of speech for one's self. (1)
<b>Thesis (20)</b>	Insightful, logically and fully supported. (20)	Clear, somewhat original, but not fully supported. (15)	Predictable and/or general. Unevenly supported. (10)	Vague or implied. (5)	Either not apparent or contradictory. (0)
<b>Ideas (10)</b>	Innovative, cogent, completely developed. (10)	Specific, solid, less original. Less carefully developed. (8)	Appropriate but lacking in complexity and/or specificity (6)	Vague, obvious, underdeveloped, or too broad. (4)	Simplistic, underdeveloped, or cryptic. Topic not thought through. (2)
<b>Details (10) (supporting material)</b>	Relevant, original. Convincing and related to thesis. Meets all requirements. (10)	Relevant and appropriately utilized. (8)	Not thoroughly interpreted or not clearly related to thesis. Does not meet all requirements. (5)	Too general, not interpreted, irrelevant to thesis, or inappropriately repetitive or few included. (3)	Absent or inappropriate and/or off-topic generalizations, faulty assumptions, and errors of fact. (1)
<b>Organization (20)</b>	Carefully planned. Sections clearly relate to and support thesis. (20)	Correct and appropriate with some weaknesses in strategy or its execution. (15)	Present but unevenly developed and lacking transitions. (10)	Inappropriate hard to follow (5)	Inconsistent and/or absent. (0)
<b>Documentation (10)</b>	Correct & appropriate. (10)	May have minor errors. (7)	Major errors (3)	Inappropriate (1)	Absent. (0)
<b>Style</b>					
<b>Sentences (5)</b>	Varied, controlled, and employed for effect. (5)	Some variety and complexity. Wordy. (4)	Little variety, simplistic, overuse of unnecessary words. One major error. (3)	Little variety. Used forbidden words in structure. Two major errors (2)	Superficial and stereotypical language. Three or more major errors. (0)
<b>Diction/ Syntax /voc (5)</b>	Precise, appropriate, advanced vocabulary. (5)	Accurate, used class vocabulary, less advanced. (4)	Somewhat immature; relies on clichés. Few vocabulary terms (3)	Immature. No vocabulary terms. (2)	Oral rather than written language patterns predominate. (1)
<b>Tone/Voice (5)</b>	Mature, consistent, suitable for topic (5)	Usually appropriate. (usually active voice) (4)	May have some inconsistencies in tense and person (3)	Inconsistencies are numerous. (2)	Written with many errors in tense, voice, etc. (1)
<b>Mechanics (10) --Grammar --Spelling/Usage --Punctuation</b>	Error free. Carefully edited. (10)	Very few errors. Shows evidence of some editing. (8)	Errors do not interfere with readability. Editing is not evident (5)	Patterns of error interfere with readability and indicate unfamiliarity with some aspects of Standard Written English. (3)	Mechanically incompetent. Numerous errors may interfere with reader comprehension, and indicate basic literacy problems. (0)