

WRITING ASSESSMENT RUBRIC 40% of total grade

	WEAK (1)		GOOD (3)		EXCELLENT (5)	PTS
TASK RESPONSE	Task partially fulfills requirements:		Task mainly fulfills requirements:		Task fulfills requirements well:	
Style and formality	PROBLEMS WITH ACADEMIC STYLE		GOOD ACADEMIC STYLE WITH SOME SLIPS		CONSISTENTLY APPROPRIATE ACADEMIC STYLE	/15
1. Topic and purpose	Topic and purpose are not always clear for the reader.		Topic and purpose are quite clear.		Topic and purpose are very clear and correctly expressed.	
2. Introduction section (CARS model)	Elements are missing, or they are ineffective.		Section includes the main elements: situation, problem, solution, preview of contents.		Section clearly includes the main elements: situation, problem, solution, preview of contents.	
3. Extended Definitions	Elements are missing, or they are ineffective.		Section includes the main elements of extended definitions e.g., sentence definitions, parenthetical definitions, superordinates, and defining verbs.		Section includes the main elements of definitions and follows very good academic conventions.	
4. Compare and contrast	Few or no comparing and contrasting of information.		Sometimes uses strategies to compare, contrast and organize information for the reader.		Uses strategies to smoothly compare, contrast and organize information for the reader.	
5. References / citations	References are missing, or style is ineffective and inconsistent.		References are used fairly well, and style is appropriate.		References clearly indicate the extent of cited materials.	
COHESION AND COHERENCE	The text shows attempts to achieve focus and logical progression:		The text has a sufficient focus with logical progression:		The text has a clear focus, it flows naturally and progresses logically:	/10
1. Overall organization and coherence	Ideas and arguments are not well organized or tend to be disconnected. No or few section previews.		Ideas and arguments are logically organized, but there may be some incoherence, jumpiness or breaks in the flow. Mostly uses section previews.		Ideas and arguments are logically organized and coherent for the reader throughout. Consistently uses section previews to guide the reader.	
2. Paragraphing	Few or no topic sentences. Paragraphs are used, but they may not stay on topic, or they may be too short or long.		Paragraphs mostly include topic sentences. Paragraphs are used logically and stay on topic.		Paragraphs include topics sentences. Paragraphs are used accurately to promote communication and stay on topic.	
3. Sentence cohesion	Sentences may be poorly connected. Cohesive devices are missing, erroneous, and/or they are mechanically or repetitively used.		Sentences are sufficiently well connected. Cohesive devices are used, but they may be occasionally mechanical or repetitive.		Sentences connect naturally and logically. Cohesion is achieved in such a way that it attracts no attention and greatly enhances communication. Includes sentence connectors, introductory phrases and repletion of keywords.	
LEXICO-GRAMMATICAL STRUCTURES	Weak (B1 or below)		Good (B2)		Very good / Excellent (C1 or above)	/15
1. Sentences	Sentences are often too short or too long, and lack variety in length and complexity. No or few subordinate clauses.		Sentences are clear, but may lack variety in length and complexity. Occasional use of subordinate clauses.		Sentences are well-balanced, promote readability, and vary in length and complexity. Uses subordinate clauses.	
2. Vocabulary range (general)	Vocabulary range is quite limited, and word choice is sometimes unclear.		Vocabulary range is generally good, and word choice is generally accurate appropriate.		Vocabulary range is broad, and word choices are accurate and appropriate.	

3. Verb use	Weak or generic verbs are used frequently (be, have, get, do, make).		Active and specific verbs are mainly used with only occasional weak or generic verbs.		A variety of active verbs are used successfully throughout the text.	
4. Grammatical accuracy and idiomaticity	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express B1.		Good lexico-grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure or word form may still occur, but they are rare B2.		Consistently maintains a high degree of lexico-grammatical accuracy; errors are rare and difficult to spot C1.	
5. Punctuation and spelling	The text contains frequent spelling, punctuation and capitalization errors.		The text contains some spelling, punctuation and capitalization errors.		The text contains no or very few spelling, punctuation and capitalization errors.	
1-8 pts: Grade 1 9-17: 2 18-26: 3 27-35: 4 36-40: 5				TOTAL POINTS _____ / 40		