

Writing Evaluation Criteria

The numbers in the top of the boxes are points in a continuum. For example, you can assign 15 points for quality of purpose. As long as you do not give more points than suggested in the leftmost box, the score will range between 0 and 100 when you add up the numbers.

Quality of Purpose (15%)

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| 15 The purpose was extremely clear and precise. | 11 The purpose was generally understandable. | 7 The purpose was only hinted at. | 3 The purpose was not stated clearly. |
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Development of Purpose (20%)

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| 20 The paper was extremely well organized and supported through the use of details and examples. | 15 The organization of the paper was good and generally well supported with examples. | 10 The organization of the paper was weak and support was insubstantial or unconvincing. | 5 The paper was poorly organized and lacked supporting evidence. Generalizations were a problem. |
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Paragraph Organization (20%)

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| 20 All paragraphs were organized around topic sentences and fully developed. Transitions were handled well. | 15 Most paragraphs were organized around topic sentences and fully developed. Transitions were adequate. | 10 Few paragraphs were organized around topic sentences and fully developed. Transitions were weak. | 5 Little or no evidence of paragraph organizations. Transitions were poor or lacking. |
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Variety of Sentence Structure (10%)

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| 10 Sentences were varied and well written. | 7 Most sentences were varied and well written. | 5 Sentences were somewhat varied, and some were awkward. | 3 Most sentences followed the same pattern and many were awkward. |
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Grammar-Mechanics-Usage-Spelling (15%)

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| 15 No major errors; 1-2 minor errors. (See below) | 11 No major errors; 3-4 minor errors. (See below) | 7 One major error; 5-6 minor errors. (See below) | 3 Two or more major errors; 6 or more minor errors. (See below) |
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Examples of Major Errors: comma splice, sentence fragment, fused sentence, subject-verb not in agreement.

Examples of Minor Errors: spelling errors, comma errors, general punctuation errors, pronoun errors, sentence structure errors.

Overall Assessment (20%)

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| 20 The paper was outstanding. It demonstrated superior understanding of the material covered. | 15 The paper was good. It demonstrated an average understanding of the material covered. | 10 The paper was acceptable. It demonstrated some understanding of the material covered. | 5 The paper was not acceptable. The work was not up to the level of quality expected in this course. |
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| TOTAL POINTS | | |
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COMMENTS:

WRITING EVALUATION CRITERIA

1. Shorter College – Professional Studies is committed to helping students develop superior writing skills. This evaluation rubric was developed by the faculty to help assure consistency in evaluating student written reports.
2. This rubric will be introduced in the first class of each component, and is to be used by each instructor. No other evaluation forms are to be used by any instructor. However, the weighting may be adjusted for specific classes as deemed appropriate by the instructor.
3. Give each student a copy of the Writing Evaluation Criteria form at the beginning of the class to indicate how their reports will be evaluated. If any criterion is not clear, discuss it means.
4. Complete an evaluation for each written report. Evaluation forms should be returned to students no later than the next class.
5. To use the standard writing evaluation rubric, simply place a check mark in the appropriate box for each of the six categories. Write any additional comments at the bottom. Add up all the values in the upper left hand corner of each box checked, and write the total points in the space at the bottom of the form. Letter grades are matched to the range of possible scores.
6. If students are experiencing difficulties in writing well, please refer them to the Writing Lab for assistance.