

Writing Model Rubric

	Superior 90-100	Above Average 80-89	Average/Low Average 70-79	Below Average 69-0	Score
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper, nor is it particularly inviting to the reader	There is no clear introduction of the main topic or structure of the paper	
Sequencing (Organization)	Details are placed in a logical order, and the way they are presented effectively keeps the interest of the reader	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well, but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.	
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.	
Sentence Length (Fluency)	Every paragraph has sentences that vary in length.	Almost all paragraphs have sentences that vary in length.	Some sentences vary in length.	Sentences rarely vary in length.	
Grammar and	Writer makes no errors in grammar or spelling that distract the reader from the	Writer makes 1-2 errors in grammar or spelling that distract the reader from	Writer makes 3-4 errors in grammar or spelling that distract the reader	Writer makes more than 4 errors in grammar or spelling	

elling ventions)	content	the content.	from the content.	that distract the reader from the content.
mat and ngth	Paper is formatted according to stipulated terms, including MLA guidelines – if such were required, and is proper in length	Paper is formatted well but has some minor errors (faulty paper format or MLA format but not constituting plagiarism) or is excessively over or under required length	Paper is not formatted in keeping with stipulated terms (faulty paper or MLA formatting but not constituting plagiarism) and is excessively over or under required length	Paper is formatted incorrectly or constitutes plagiarism* and/or is not in keeping with length stipulations. *Automatic grade of zero.
clusion rganization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends	The conclusion is recognizable, but does not tie up loose ends.	There is no clear conclusion; the paper just ends.