

Name:

Grade:

Writing Rubric, SPAN 312, Spring 2009, University of Virginia, Department of Spanish, Italian & Portuguese

	Exceeds expectations	Meets expectations	Approaches expectations	Does not meet expectations
Thesis – Controlling Idea, Purpose, Focus	Interesting and compelling argument; sophisticated understanding of the topic; depth of critical thinking; meaningful connections made; evidence of thorough analysis, reflection and insight 32-35 points	Competent and well-developed thesis; adequate understanding of the topic; connections made; average level of analysis and reflection 28-31 points	Thesis is weak, unclear, too broad, or only indirectly supported; superficial understanding of topic; simplistic and unfocused ideas; little attempt at analysis and/or reflection 25-27 points	Central argument is missing or not discernible; lack of understanding of the topic; little or no evidence of critical thinking, reflection or insight 17-24 points
Evidence – Ideas, Support & Development	Consistent evidence with originality and depth of ideas; main points are strongly supported by pertinent details and examples; support is valid and specific; ideas work together as a unified whole; original, creative and/or imaginative; little or no extraneous material 32-35 points	Ideas supported sufficiently; support is sound, valid, and logical; adequate cohesion of ideas; little effort at originality; some extraneous or repetitive material 28-31 points	Main ideas are only indirectly supported; insufficient, non-specific, and/or irrelevant support; repetition; lack of originality or creativity 25-27 points	Lack of support for main points; ideas are simplistic, showing signs of confusion, misunderstanding of the prompt (or assignment); frequent and/or illogical generalizations; no cohesion of ideas; wordiness and repetition; lack of originality or creativity 17-24 points
Style – Audience, Tone, Point-of View	Highly developed use of tone and style appropriate for intended audience and writing purpose; style supports content effectively; captures and maintains reader’s interest 27-30 points	Accurate awareness of general audience; tone and style satisfactory; effort to capture reader interest 24-26 points	Little or inconsistent sense of audience for intended purpose; tone and style not refined or consistent; little effort to capture reader interest 21-23 points	Inappropriate or inconsistent use of tone and/or style for intended audience and purpose; style does not support content; no effort to address reader interest 15-20 points

Organization	Strong thesis statement, topic and summary sentences; logical and cohesive sequence of ideas; compelling intro and conclusion; well-developed and structured paragraphs; smooth and effective transitions 27-30 points	Clear thesis statement, topic and summary sentences; sequence of ideas is evident; sound paragraph structure, intro and conclusion; lack of effective transitions 24-26 points	Limited and/or unsuccessful attempts at organization; paragraphs are simple, disconnected; no transitions; ineffective sequencing; lacking connection or consistency between thesis statement and subsequent ideas 21-23 points	Organization is confusing, disjointed or not evident; weak or missing intro and conclusion; paragraph structure is weak; no transitions; illogical sequencing of ideas and support 15-20 points
Grammar	Extensive variety of structures used; exceptional use of more complex structures; very few grammatical errors; errors do not impede comprehension; no evidence of English interference 27-30 points	Adequate variety of structures used; attempts at more complex grammar use; most errors likely careless; little evidence of English interference 24-26 points	Little or no variety of structures; overuse of simple structures; significant errors; some interference of English; meaning confused or obscured 21-23 points	Simplistic grammatical structures with many errors inappropriate for this level; no evidence of control of grammar; English interference prevalent; errors impede comprehension 15-20 points
Lexicon	Highly developed lexical range; consistently accurate word choice and usage; word form mastery; command of appropriate register; no evidence of English interference 27-30 points	Average vocabulary range; mostly accurate word choice and usage; awareness of register variants; little evidence of English interference 24-26 points	Frequent errors of usage and word form, may interfere with readability; some English interference 21-23 points	Limited range; incorrect choices in word usage; no evidence of word form mastery; English interference prevalent; no mastery of register 15-20 points
Orthography	Virtually free of spelling, punctuation, accentuation, and capitalization errors 9-10 points	Only occasional errors of spelling, punctuation, accentuation, and/or capitalization; errors are careless 8 points	Several errors of spelling, punctuation, accentuation, and/or capitalization 7 points	Many and serious errors of spelling, punctuation, accentuation, and/or capitalization 6 points

Comments: