

### Evaluation Rubric (Sample)

	<b>Unacceptable (F)</b>	<b>Acceptable (C)</b>	<b>Excellent (A)</b>
<b>Responsiveness to Assignment</b>	Largely unresponsive to task.	Largely responsive to the assignment, though one or more requirements may be missing or incomplete.	Fully responsive to all aspects of the assignment.
<b>Purpose, Genre &amp; Audience</b>	Fails to reflect an adequate understanding of purpose, reader awareness, or understanding of context evident in expert writing of this type.	Inconsistent in its approximation of purpose, reader awareness, and understanding of context evident in expert writing of this type.	Reflects a sense of purpose, reader-awareness, and understanding of context that approaches expert writing of this type.
<b>Organization &amp; Development</b>	No clear thesis in introduction to indicate purpose (if thesis is required).	Thesis reflects the purpose of the assignment (if thesis is required).	Thesis indicates a strong focus, clear purpose, and is sustained and fully developed throughout the assignment (if thesis is required).
<b>Coherence &amp; Transitions</b>	No integration of outside sources (if required).  Fails to make connections between sentences; no use of transitions to facilitate understanding.	Integration and some analysis of outside sources (if required).  Makes coherent connections between sentences; clear use of transitions between paragraphs and within them.	Effective integration of outside sources with analysis (if required).  Strong connections and transitions throughout assignment that facilitate understanding.
<b>Editing</b>	No editing apparent; an accumulation of error and/or syntactic/lexical imprecision; reasonable interpretation very difficult.	Syntactic/lexical imprecision may disrupt effectiveness; quantity of sentence level error may occasionally interfere with reasonable interpretation.	Strong competence in sentence-level editing apparent; style consistent with purpose and genre.
<b>Other Assignment Specific Concerns</b>			