## College of Marin Common Rubric: Written Communication  (5/2011)

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<th>Name:</th>
<th>Assignment:</th>
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<th></th>
<th>Advanced (4)</th>
<th>Proficient (3)</th>
<th>Satisfactory/ Basic (2)</th>
<th>Not satisfactory/ Below basic (1)</th>
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| **Introduction & conclusion** | - Introduction has creative, effective lead-in to the thesis.  
- Compelling conclusion.  
- Intro. & conclusion work together effectively. | - Introduction leads into the thesis, though somewhat predictably.  
- Conclusion summarizes the ideas in a new way. | - Introduction leads into the thesis but needs development or focus.  
- The conclusion only restates the main point. | - There is no introduction or it is vague, formulaic, or confusing.  
- There is no conclusion. |
| **Thesis & overall paper organization** | - Crystal clear, insightful, sophisticated thesis which is appropriate for the audience and purpose.  
- Paper follows a clear, logical structure throughout. | - A clearly stated thesis governs the organization of the paper.  
- Logical order of ideas overall. | - Thesis may need to be more focused, more complete or offer more original insights.  
- Paper’s overall organization can be followed. | - Paper needs a thesis.  
- Paper topic needs to be clarified, narrowed or expanded.  
- Paper needs to respond fully to the assignment.  
- Order of ideas is confusing. |
| **Paragraph structure & unity** | - Body paragraphs each have a clear, sophisticated topic sentence that is connected to the writer’s thesis/overall argument.  
- All body paragraphs stay on topic, with effective paragraph breaks. | - Body paragraphs mostly have clear topic sentences that connect to the writer’s thesis.  
- Body paragraphs are unified, though occasionally some information is off-topic. | - Body paragraphs have topic sentences, though some may be vague.  
- Most of the time, writer begins a new paragraph for each new topic/idea.  
- Some paragraphs do not stay on topic. | - Body paragraphs need clear topic sentences.  
- Paragraph breaks are needed for new topics.  
- There are too many paragraph breaks.  
- Many paragraphs don’t stay on topic; ideas shift abruptly. |
| **Paragraph development/ content and analysis** | - Ideas are fully developed with specific, appropriate, compelling evidence, explanation and commentary.  
- Paper demonstrates thought and originality.  
- Strong analysis to clarify ideas.  
- Strong, effective transitions between ideas/topics. | - Points are consistently supported with sufficient, appropriate, convincing evidence, though occasionally it could be more specific or more fully explained.  
- Most concepts are well analyzed.  
- Paper needs some clearer transitions between ideas/topics. | - Paper has some appropriate, relevant examples, but needs more support.  
- Some evidence/source information needs to be more fully explained/analyzed.  
- Needs more original insights and analysis.  
- Transitions needed between ideas/topics. | - Paper needs many more specific examples, more evidence/support.  
- Essay or body paragraphs need more analysis.  
- Support need to be more relevant or logical.  
- Paragraphs need more analysis, rather than summary. |
| **Sentence clarity and conventions** | - Rare, minor grammatical, spelling or punctuation errors. | - Paper has occasional grammatical, spelling or punctuation errors that are distracting but the ideas are clear overall. | - Grammatical, spelling or punctuation errors interfere with the clarity of the paper. | - Frequent grammatical, spelling or punctuation errors interfere with the clarity of the paper. |
| **Sentence fluency and flow** | - The style is effective, graceful, with a mature use of well-varied sentence structures, appropriate and fresh word choices. | - Writing reads clearly, with some variation and straightforward language.  
- Occasional awkward/unclear sentences. | - Writing is easy to read but needs more variety.  
- Word choices not always appropriate.  
- Some awkward/unclear sentences. | - Mostly short, simple sentences result in “choppy” writing.  
- Many awkward or unclear sentences or ineffective word choices. |
| **Citations & integration of quotes (if required)** | - Sources/quotes used skillfully, with consistently correct & appropriate citation style (MLA, APA, Chicago, etc.).  
- Complete bibliography. | - Most citations & quotes are presented correctly  
- Bibliography complete but not correctly formatted. | - Some citations/quotes are incomplete or inaccurate.  
- Incomplete bibliography. | - Sources are used but need to be named in the paper.  
- Bibliography/full list of sources not included. |