San Diego Christian College
Writing Intensive Rubric

Course # _____ Section # _____ Student ID # _____ Date of Scoring: _____ Scored by: _____

Instructions: A score is calculated for each row addressing one element in the written assignment. Each element is weighted (#) as are the standards for evaluation represented in the columns. The score is calculated by multiplying the element # by the column #.

	Excellent (5)	Strong (4)	Adequate (3)	Seriously flawed (2)	Fundamentally deficient (1)	Total Possible	Actual SCORE
Assignment requirements (3)	Addresses assignment thoughtfully and analytically, setting a challenging task	Addresses assignment clearly and analytically, setting a meaningful task	Addresses assignment with some analysis	Addresses assignment inadequately	Fails to address assignment	15	
Audience (2)	Displays awareness of and purpose in communicating to an audience	Addresses audience needs and expectations	Addresses most audience needs and expectations	Shows insufficient audience awareness	Demonstrates a lack of audience awareness	10	
Controlling idea (2)	Establishes a clearly focused controlling idea	Establishes a focused controlling idea	Establishes a controlling idea	Strays from the controlling idea, or the idea is unclear	Lacks a controlling idea	10	
Organization (4)	Demonstrates coherent and rhetorically sophisticated organization; makes effective connections between ideas	Demonstrates clear and coherent organization, using a single well-developed example or several pertinent, though not thoroughly developed, examples	Demonstrates adequate organization	Displays inappropriate, random or confusing organization	Lacks organization or organizes illogically	20	
Supporting evidence (4)	Provides clear generalizations with specific detail, compelling support using consistently well-developed examples, and cogent analysis	Provides clear generalizations and effective support and analysis	Provides support for and some analysis of generalizations	Lacks generalizations, or provides generalizations with inadequate support or analysis	Displays inability to generalize, analyze or support ideas	20	
Quality of sources (3)	Shows mature process of evaluating quality of sources in choice of citations, effectively integrating them into text when appropriate, and utilizing specified style sheets (APA, MLA, etc.)	Properly cites relevant sources, effectively integrating them into text when appropriate	Properly cites acceptable sources, adequately integrating them into text	Fails to cite sources, or cites and/or integrates them inappropriately	Fails to use outside sources or misuses the texts of others	15	
Mechanics (2)	Displays superior, consistent control of syntax, sentence variety, word choice, and conventions (e.g., agreement, etc.) of Standard English and is virtually error-free in presentation, formatting and stylistic choices.	Displays consistent control of syntax, sentence variety, word choice, and convention (e.g., agreement, etc.) of Standard English with a very limited number of presentation, formatting or stylistic errors.	Displays adequate control of syntax, sentence variety, word choice, and conventions of Standard English; errors do not slow reader, impede understanding.. Some errors in presentation, formatting or stylistic choices.	Shows deficient control of syntax, word choice, and conventions of Standard English; errors impede understanding. Numerous errors in presentation, formatting, and/or stylistic choices.	Shows inadequate control of syntax, word choice, and conventions of Standard English. No apparent attention to established standards for presentation, formatting and/or stylistic choices.	10	