

# College Writing Rubric

## The Rio Salado College Writing Competency

The student will be able to: 1) generate relevant and sufficient content; 2) organize his or her thoughts coherently; 3) adhere to the conventions of correct mechanics and sentence structure; and 4) use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

### Levels:

**4 = Exemplary /exceeds college level writing**      **2 = Intervention recommended**  
**3 = Expected in college writing**                      **1 = Intervention necessary**

<b>4</b>	<p><b>Content:</b>  Maintains clear, obvious purpose  Focuses clearly on one significant main idea or topic  Uses relevant, specific, convincing supporting details  Demonstrates superior knowledge of resource documentation if required</p> <p><b>Organization</b>  Maintains clear and obvious organization  Demonstrates effective paragraphing using appropriate transitions with emphasis upon conveying the relationship between ideas</p> <p><b>Sentence Structure and Mechanical Errors</b>  Uses correct, varied sentences with few, if any, errors in mechanics, grammar, syntax or spelling</p> <p><b>Language</b>  Uses language effectively (applies terms correctly), with a consistent and appropriate tone for the intended audience</p>
<b>3</b>	<p><b>Content:</b>  Contains purpose but not consistently clear or obvious  Presents one main idea or topic but the significance is less clear  Uses adequate supporting details  Documents resources but may not be error free</p> <p><b>Organization</b>  Uses a suitable organizational plan  Contains adequate paragraphing with some transitions that attempt to convey relationships between ideas</p> <p><b>Sentence Structure and Mechanical Errors</b>  Uses sentences that are usually correct but sometimes awkward  Some errors in mechanics, grammar, syntax or spelling that do not affect reader understanding</p> <p><b>Language</b>  Uses language that is adequate but occasionally unclear  Incorporates tone that may be uneven or inconsistent tone for the intended audience</p>
<b>2</b>	<p><b>Content</b> (intervention needed in 2 or 3 of the following areas)  Presents a purpose that is confused, general, or vague  Presents main idea but does not state it precisely or clearly  Insufficient use of specific details or examples  Using incorrect documentation (when required) or no documentation</p>

	<p><b>Organization</b> (intervention needed in 2 or 3 of the following areas)          Unclear order of essay          Inadequate paragraphing with few or no transitions          Unclear or jumbled paragraphs          Unclear or jumbled sentences          Paragraphs not balanced in amount of development and support</p> <p><b>Sentence Structure and Mechanical Errors</b> (intervention needed in 2 or 3 of the following areas)  <i>Writing that exhibits some difficulties</i>          fragments          run-on sentences          comma splices          subject-verb agreement          spelling errors</p> <p style="padding-left: 100px;">person shifts          in-text citation punctuation          works cited punctuation          other distracting features in usage</p> <p><b>Language</b> (intervention needed in 2 or 3 of the following areas)          Vocabulary is often unclear and repetitious          Diction is often nonstandard          Terminology is often difficult to understand or is misused          Use of passive voice          Inconsistent voice or tone</p>
1	<p><b>Content</b> (intervention needed in all the following areas)          Does not present a unifying purpose          Presents main idea but does not state it precisely or clearly          Insufficient specific details or examples          Uses incorrect documentation (when required) or no documentation</p> <p><b>Organization</b> (intervention needed in all the following areas)          Unclear order of essay          Inadequate paragraphing with few or no transitions          Unclear or jumbled paragraphs          Unclear or jumbled sentences          Paragraphs not balanced in amount of development and support</p> <p><b>Sentence Structure and Mechanical Errors</b> (intervention needed in 4 or 5 of the following areas)  <i>Writing that exhibits multiple difficulties</i>          fragments          run-on sentences          comma splices          subject-verb agreement          spelling errors</p> <p style="padding-left: 100px;">person shifts          in-text citation punctuation          works cited punctuation          other distracting features in usage</p> <p><b>Language</b> (intervention needed in 4 or 5 of the following areas)          Vocabulary is often unclear and repetitious          Diction is often nonstandard          Terminology is often difficult to understand or is misused          Use of passive voice          Inconsistent voice or tone</p>