

WRITTEN COMMUNICATION RUBRIC FOR MLA

Name:

Course:

Criterion	4 - Excellent	3 - Acceptable	2 - Developing	1 - Beginning
<p><b>Audience/Purpose</b></p> <p>_____</p> <p>Score</p>	<p><u>Thesis statement</u> shows reflection Captures the essence of topic/purpose using eloquent language and style</p> <p><u>Tone</u> Vocabulary is <b>perfectly</b> appropriate for audience and purpose <b>throughout</b></p>	<p><u>Thesis statement</u> reflects purpose and establishes main idea or position</p> <p><u>Tone</u> <b>Maintain</b> appropriate point of view Vocabulary is appropriate for audience and purpose, <b>with few exceptions</b></p>	<p><u>Thesis statement</u> is misleading or unclear</p> <p><u>Tone</u> Appropriate point of view <b>at times</b> Appropriate vocabulary <b>at times</b></p>	<p><u>Thesis statement</u> is not present or is an announcement</p> <p><u>Tone</u> Inappropriate</p>
<p><b>Support/Development</b></p> <p>_____</p> <p>Score</p>	<p>Not left with any further questions – <b>Plenty of relevant</b> examples and details</p> <p><b>Sophisticated</b>, consistent movement from general to specific</p>	<p>Most ideas are fully developed with <b>adequate</b> details/examples (1-2 ideas/details could have been added)</p> <p>Clear/logical movement from general to specific is <b>consistent throughout</b></p>	<p>Some ideas are developed <b>Some</b> details/examples are missing or repetitive</p> <p>Clear movement is <b>present but inconsistent</b></p>	<p>Few if any ideas are developed Few details/examples are present (these may be general, irrelevant, or repetitive)</p> <p><b>Little or no</b> movement is evident</p>
<p><b>Organization</b></p> <p>_____</p> <p>Score</p>	<p><u>Structure/Format</u> Attention getter (all of #3) + <b>WOW factor</b></p> <p>Conclusion: pulls together main points and provides closure in <b>interesting manner</b></p> <p>Topic sentences: do #3 in <b>sophisticated/complex</b> manner</p> <p><u>Transitions</u> More <b>complex, diverse, varied</b> throughout (single words, phrases, clauses)</p>	<p><u>Structure/Format</u> Preview of points is clear and matches order of body Intro: Grabs attention Focuses on topic Flows smoothly to thesis Conclusion: pulls together main points of paper without duplicating intro Topic sentences: Introduce body paragraphs Support thesis</p> <p><u>Transitions</u> Basic, clear Effectively move reader from one point to another throughout paper w/out choppiness</p>	<p><u>Structure/Format</u> Preview of points must be inferred Matches order of body Intro: Attention getter is present but not creative Ex: rhetorical question, overused quote Mentions topic but does not develop it Conclusion is a duplicate of intro Topic sentences Some attempt is present but may not be consistent or appropriately placed</p> <p><u>Transitions</u> Few are present and may seem forced A few are missing in obvious places</p>	<p><u>Structure/Format</u> Preview of points is not evident May not match order in body Intro: No attempt made at attention Getter May not focus on topic</p> <p>Conclusion is short, abrupt</p> <p><u>Transitions</u> Attempt is made Some inappropriate or misleading</p>

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<p><b>Mechanics</b></p> <p>_____</p> <p>Score</p>	<p><u>Readability</u>  <b>Sophisticated</b> word choice, sentence structure</p> <p><u>Grammatical Errors</u>                      Near perfect</p> <p><u>Proofreading</u>                      Near perfect</p>	<p><u>Readability</u>  <b>Variety</b> of word choice and sentence structure</p> <p><u>Grammatical Errors</u>                      Limited errors in paper                      Overall does not distract reader or impede understanding</p> <p><u>Proofreading</u>  <b>Clear evidence</b> of proofreading  <b>Vast majority</b> of spelling is correct                      Spacing correct  <b>No</b> missing or extra words</p>	<p><u>Readability</u>                      Simple, basic sentence structure                      Meaning is clear</p> <p><u>Grammatical Errors</u>                      Same few errors throughout paper                      Punctuation at times distracting but overall does not impede understanding</p> <p><u>Proofreading</u>  <b>Some evidence</b> of proofreading  <b>A few</b> homonym problems, etc.                      No <b>obvious</b> spelling or word choice issues  <b>Spacing correct - Some</b> missing or extra words</p>	<p><u>Readability</u>                      Structure is simple, repetitive, or nonsensical. Reader must stop &amp; determine meaning</p> <p><u>Grammatical Errors</u>                      Multiple, varied types of errors throughout                      Punctuation (or lack of) impedes understanding</p> <p><u>Proofreading</u>  <b>Little to no evidence</b> of proofreading                      Spelling, Spacing, Wrong or missing Words <b>Throughout paper</b></p>
<p><b>MLA Documentation</b></p> <p>_____</p> <p>Score</p>	<p><u>Sources</u>                      Reflect <b>high understanding</b> of material through integration                      Are cited with <b>sophistication / variation</b> in style</p> <p><u>In-text citations</u>                      Show clear understanding of <b>proper format throughout</b> paper                      Contains only a few typos</p> <p><u>Works Cited Page</u>  <b>All</b> information is correctly ordered and formatted with only minimal <b>typos</b></p>	<p><u>Sources</u>                      Meets assignment criteria with a variety of sources that are <b>credible and scholarly</b>  <b>Are properly</b> integrated</p> <p><u>In-text citations</u> are properly formatted for the most part</p> <p>Contains a maximum of 1-2 types of minor errors (punctuation, spacing, etc.)</p> <p><u>Works Cited Page</u>                      Does not contain <b>major</b> formatting errors                      Has <b>all</b> sources cited</p>	<p><u>Sources</u>                      May not <b>all</b> be credible  <b>Meet minimum number</b> for assignment but <b>lack variety</b>                      Are found in paper but <b>not always</b> properly integrated</p> <p><u>In-text citations</u> are <b>improperly formatted</b>                      Missing information that allows reader to locate original source (pg #s, year, etc.)                      Use title when author is available, etc.</p> <p><u>Works Cited Page</u>                      Has <b>1-2 major</b> types of major formatting errors                      Contains <b>most</b> of the sources cited</p>	<p><u>Sources</u>                      Are <b>not credible</b> (Wikipedia, Joe’s Page)                      Do <b>not meet min. #</b> for assignment                      Are <b>not integrated</b> sufficiently</p> <p><u>In-text citations</u> <b>are not present</b></p> <p><u>Works Cited Page</u>  <b>Does not exist</b> or                      Has <b>major formatting errors</b>                      Not double spaced                      No hanging indent                      Not alpha order                      Improper pagination                      Improperly titled                      Missing major information regarding source (title, city/publisher, date)</p>