

Level Criterion	Excellent (5)	Good (4)	Average (3)	Below Average (2)	Unacceptable (1)
Argumentation	<p>The essay exhibits a logical progression of sophisticated ideas that support the focus of the paper.</p> <p>Details help to develop each element of the text and provide supporting statements, evidence or examples necessary to explain or persuade effectively.</p>	<p>The essay exhibits a logical progression of ideas that support the focus of the paper.</p> <p>Details support the elements of the text with sufficient clarity, depth and accuracy.</p>	<p>The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions.</p> <p>Details are related to the elements of the text, but do not support those elements with sufficient clarity, depth and accuracy.</p>	<p>The attempt at a progression of ideas is unsuccessful due to errors in logic, such as absolutes or contradictions.</p> <p>Details are loosely related to the elements of the text, but are lacking clarity, depth and accuracy.</p>	<p>The ideas are illogical or appear to reflect the writer's "stream of consciousness."</p> <p>Details do not develop the elements of the text.</p>
Organization	<p>Each paragraph is unified around a topic that relates to the main idea. All paragraphs support the main idea and are ordered logically.</p> <p>Transitional words, phrases, sentences and paragraphs (coherence devices) smoothly connect the paper's elements, ideas and/or details, allowing the reader to follow the writer's points, general development, and overall purpose effortlessly.</p>	<p>Paragraphs support the main idea and are ordered logically, but an occasional paragraph may not be unified around a single topic.</p> <p>Coherence devices are rarely missing and do not impact the reader's understanding.</p>	<p>Paragraphs have unity, but some may be misplaced, include more than one topic, or may be unrelated to the main idea.</p> <p>Coherence devices appear throughout the paper, but additional and appropriate connectors would enhance the flow.</p>	<p>Paragraph breaks are attempted but many are illogical and misplaced. Topics may also be unrelated to the main idea.</p> <p>Coherence devices are attempted, but are not always effective.</p>	<p>There are no paragraph breaks, or all paragraph breaks are either illogical or misplaced. Topics may be unrelated to the main idea and presented illogically.</p> <p>Coherence devices are absent or inappropriate.</p>
Mechanics	<p>Sentences are grammatically and mechanically correct.</p> <p>All sentences are clear and understandable.</p>	<p>Rare grammatical and mechanical errors exist, but do not affect readability.</p> <p>The sentences are clear and understandable with rare ambiguities.</p>	<p>A limited variety of grammatical errors exists.</p> <p>Most sentences are understandable but may include ambiguities.</p>	<p>A variety of grammatical errors appears throughout the paper, possibly affecting readability.</p> <p>Many sentences lack clarity and may misuse academic language.</p>	<p>Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.</p> <p>Most sentences lack clarity and may misuse academic language.</p>
Style & Audience	<p>The writer exhibits a keen awareness of the audience's needs and expectations.</p> <p>Vocabulary and phrasing match the topic and tone.</p> <p>Syntax is varied.</p>	<p>The writer exhibits an awareness of the audience's needs and expectations.</p> <p>Vocabulary and phrasing occasionally clash with the topic and tone.</p> <p>Syntax is varied in most paragraphs.</p>	<p>The writer exhibits reader awareness and addresses the appropriate audience throughout the text, although in some sections the audience is ambiguous.</p> <p>Vocabulary and phrasing frequently conflict with the topic and tone.</p> <p>Syntax is varied in some places.</p>	<p>The writer shows a lack of reader awareness by addressing one or more inappropriate audiences.</p> <p>Vocabulary and phrasing rarely match the topic and tone.</p> <p>Syntax is rarely varied.</p>	<p>The writer shifts between multiple and/or inappropriate audiences because of a lack of reader awareness.</p> <p>Vocabulary and phrasing are in strong conflict with the topic and tone.</p> <p>Syntax is highly repetitive..</p>

<p>Discipline-Specific</p>	<p>The writer addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.</p> <p>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task.</p>	<p>The writer addresses each aspect of the assignment.</p> <p>Demonstrates consistent, and for the most part, successful use of important conventions particular to a specific discipline and/or writing task.</p>	<p>The writer addresses the appropriate topic and partially fulfills assignment requirements.</p> <p>Demonstrates inconsistent and frequently unsuccessful execution of the conventions specific to a discipline and/or writing task.</p>	<p>The writer addresses the appropriate topic, but omits most or all of the assignment requirements.</p> <p>Infrequent and largely unsuccessful execution of the conventions specific to a discipline and/or writing task.</p>	<p>The writer is off topic or vaguely addresses the topic.</p> <p>Ignores the conventions specific to a discipline and/or writing task.</p>
-----------------------------------	---	--	---	--	---

HBU Rubric (11/22/2011)