

Writing Rubric ♦ College of Agriculture ♦ Purdue University

Student name: _____

Course/Context: _____

Evaluator: _____

Date: _____

Criteria ¹	Level				Raw Pts. (1 - 4)
	Beginning 1	Developing 2	Proficient 3	Mastery 4	
A. Content Importance of topic, relevance, accuracy of facts, overall treatment of topic	Report topic lacks focus or relevance; text contains multiple fact errors or omissions.	Topic would benefit from more focus; text contains some fact errors or omissions.	Topic is adequately focused; information is generally relevant and accurate.	Report topic is tightly focused; text contains relevant information with no fact errors.	
B. Appropriateness¹ Tone, style and word selection are targeted to audience	Text does not follow report style; poor phrasing or word selection.	Text does not follow report style throughout; phrasing or word selection could be improved.	Most text is presented in appropriate tone and style; adequate word selection and phrasing throughout.	Text is written in appropriate tone and style; proper word selection and phrasing throughout.	
C. Organization/Clarity Logical ordering of ideas, transitions between paragraphs, coherent, concise	Ideas are not presented in proper order; text lacks transitions between major ideas; text is wordy or unclear.	Some ideas not presented in proper order; paragraph transitions needed in places; some text is wordy or unclear.	Most ideas are in logical order with adequate transitions between most paragraphs; text is generally clear and readable.	Ideas are presented in logical order with effective transitions between paragraphs; text is clear and concise.	
D. Completeness Level of detail, depth, development of ideas, appropriate length	Text does not provide adequate depth; important details or ideas are omitted; unclear or undeveloped; report is too short.	Additional depth needed in places; important details or ideas sometimes omitted or not fully developed; report may be short.	Text provides adequate depth; few needed details or ideas are omitted; major ideas adequately developed; report is proper length.	Text provides good depth and detail; ideas well developed; facts have adequate backgrounding; report is within specified length.	
E. Grammar/Mechanics Correct usage, spelling, proper sentence/paragraph structure, follows accepted format conventions	Text contains several spelling, grammar or punctuation errors; sentences are incomplete; report does not contain required sections.	Text may contain some spelling, grammar, punctuation or sentence errors; report contains most required sections.	Text has no serious spelling, grammar or punctuation errors; sentences are mostly complete; report contains required sections.	Text contains no spelling, grammar or punctuation errors; sentences are readable and complete; report contains required sections.	
F. Documentation Proper use of citations, support for major ideas, use of visual aids	Little or no support provided for major ideas; citations and/or visual aids are missing, old or inadequate.	Some major ideas need additional support; visual aids and/or some citations contain errors or need work.	Most major ideas are supported by citations and adequate visual aids; most citations are current and used properly.	Major ideas are supported by citations and effective visual aids; citations are current and used properly.	
G. Creativity Original topic, unique or original presentation of ideas	Report provides no new or original ideas; approach lacks creativity.	Report contains some original ideas or attempts to use an original or innovative approach.	Report may address a unique or original topic; creative effort is evident and could be successful with minimal editing.	Report addresses a unique or original topic; innovative approach is used in introduction or other sections.	

¹ Evaluation standards may be based on disciplinary frameworks and defined at program level.