

Public Justice Writing Rubric - PBJ 301/397

Name: _____ (adapted from: Barbara Walvoord, Winthrop University, Virginia Community College System, University of Washington) Date: _____

Quality Criteria	No/Limited Proficiency 1	Some Proficiency 2	Proficiency 3	High Proficiency 4	(Rating)
Thesis/Issue: Clarity	Reader cannot determine thesis/issue purpose OR thesis has no relation to the writing task.	Thesis/Issue and purpose are somewhat vague OR only loosely related to the writing task.	Thesis/Issue and purpose are fairly clear and match the writing task.	Thesis/Issue and purpose are clear to the reader; closely match the writing task.	
Organization	Unclear organization OR organizational plan is inappropriate to thesis/ Issue. No transitions.	Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas.	Organization supports thesis/issue and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved.	Fully & imaginatively supports thesis/ issue & purpose. Sequence of ideas is effective. Transitions are effective.	
Support/ Reasoning (a) Ideas (b) Details	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact.	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis/issue, or inappropriately repetitive.	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples.	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted.	
Use of sources/ documentation	Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgment.)	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced.	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual.	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, incl. personal observation, scientific data, authoritative testimony. Doesn't overuse quotes.	
Audience Awareness	Little or no awareness of audience or form's requirements. Egocentric. A written form of speech for one's self.	Stance is that of a novice attempting to please an expert.	Stance is somewhat tentative and meets reader's needs with some skill, but is not as consistently successful.	Stance is that of an expert who consistently and skillfully anticipates reader's needs. Rhetorically sophisticated.	
Style (a) Sentences (b) Diction/Syntax (c) Tone/Voice	Superficial and stereotypical language. Oral rather than written language patterns predominate.	Sentences show little variety, simplistic. Diction is somewhat immature; relies on cliches. Tone may have some inconsistencies in tense and person.	Sentences show some variety & complexity. Uneven control. Diction is accurate, generally appropriate, less advanced. Tone is usually appropriate.	Sentences are varied, complex, & employed for effect. Diction is precise, appropriate, using advanced vocabulary. Tone is mature, consistent, suitable for topic and audience.	
Writing Conventions: Grammar/Spelling/ Usage/ Punctuation	Mechanical & usage errors so severe that writer's ideas are hidden.	Repeated weakness in mechanics and usage. Pattern of flaws.	Mechanical and usage errors that do not interfere with meaning.	Essentially error free. Evidence of superior control of diction.	
Presentation	Paper looks untidy and does not follow basic formatting rules (e.g., margins, headers & subheaders).	Paper looks fairly neat but violates some formatting rules.	Paper looks neat but violates one or two formatting rules.	Paper looks neat, crisp, and professional.	
Conclusion	Paper has no conclusion.	Paper's conclusion fails to list the major theory/issue and/or the supporting points.	Paper's conclusion recaps most of the supporting points and the theory/issue.	Paper accurately reiterates the theory/issue and its supporting points.	
				Total Points	