**Suggested Writing Assignment Rubric (ages 14+)**

*Suggested criteria*

| **Learning Outcome** | **Exceeds expectations** | **Meets expectations** | **Approaching expectations** | **Below expectations** |
| --- | --- | --- | --- | --- |
| **Content** | The writing thoroughly addresses the topic/prompt.  There is a clear, thoughtful thesis statement.  There is ample evidence and strong reasoning to support the thesis. | The writing addresses the topic/prompt.  There is a complete thesis statement.  There is sufficient evidence and reasoning to support the thesis, but they may be lacking some development. | The writing attempts to address the topic/prompt.  While a main idea is present, there may not be a clear thesis statement.  There are some details to support the main idea, but they could be significantly more numerous, reasoned, and/or developed. | The writing barely addresses the topic/prompt, or the writing does not address the topic/prompt at all. |
| **Organization**  **of ideas** | There is a well-defined introduction, body, and conclusion.  There is a highly logical, compelling progression of ideas from start to finish.  Transitions skillfully relate and build upon the ideas presented to create a unified product. | There is an introduction, body, and conclusion.  Ideas are presented somewhat logically, but they may lack some cohesion.  Transitions serve to link ideas throughout the writing. | The writing may lack a distinct introduction and/or conclusion.  There are sections of the writing organized around a particular idea, but the ideas within that section may be disjointed.  There are some missing transitions, and/or transitions are weak. | The writing has very little or no apparent organization.  The progression of ideas has no apparent logic. |
| **Style** | Sentences are well-constructed, with a variety of structures and lengths.  Word choice is concise, impactful, and richly varied. The writing employs creative vocabulary as well as content-specific vocabulary where appropriate. | Most sentences are well-constructed, with variation in structure and length.  Word choice is clear, accurate, and at least somewhat varied. The writing includes content-specific vocabulary where appropriate. | Some sentences are well-constructed, but with little variation in structure and length.  Word choice is generally clear and accurate, although it may be lacking in variety. At least some content-specific vocabulary is used. | Sentences are difficult to understand, awkward, and/or repetitive.  Word choice is vague, incorrect, and/or repetitive. There is no attempt to use content-specific vocabulary, or it is misused. |
| **Conventions and mechanics** | There are very few or no errors in grammar, punctuation, or spelling.  The writing is correctly formatted throughout. | There are a few slight errors in grammar, punctuation, and/or spelling.  Most portions of the writing are correctly formatted. | There are several errors in grammar, punctuation, and/or spelling, some of which may impact the ease of reading.  There is an evident attempt at correct formatting; at least some portions of the writing are formatted correctly, or almost correctly. | There are many errors in grammar, punctuation, and/or spelling that significantly interfere with meaning.  There is no evident attempt at correct formatting, or there is no portion of the writing which approaches correct formatting. |

*Optional criterion*

| **Learning Outcome** | **Exceeds expectations** | **Meets expectations** | **Approaching expectations** | **Below expectations** |
| --- | --- | --- | --- | --- |
| **Academic citations** | Academic citations are always included where appropriate.  All citations are formatted correctly. | Academic citations are included where appropriate.  Most citations are formatted correctly. | Academic citations are usually included where appropriate.  Some citations are formatted correctly. | Academic citations are rarely or never included where appropriate, or citations are rarely or never formatted correctly. |