

Student Name:

Course:

Date:

## Writing Assessment Form

	<b>CONTENT</b> Information is appropriate, complete and accurate.	<b>ORGANIZATION</b> Content reads smoothly in a logical order.	<b>WORD CHOICE</b> Precise and appropriate words, terms, phrases and clauses.	<b>STYLE / GRAMMAR</b> Rhythm and flow enhance clarity. Follows standard English grammar conventions.	<b>ACCURATE COPY</b> Correct documentation, capitalization, punctuation, and spelling. Instructor-established format followed.
<b>5</b>	The paper's compelling and clear thesis/purpose is fully developed with examples, quotations, and facts. It thoroughly informs and engages the reader and displays critical thinking.	The paper uses an effective introduction and has a powerful conclusion. Paragraphs flow in an inevitable sequence due to their logical ordering and appropriate transitions.	Paper reveals a writer who uses distinctive word choice, specific nouns, and active verbs to make the information clear and interesting. Explains or defines unfamiliar or complicated terms. Includes language and uses tone appropriate for the topic/audience.	Sentences vary in length and structure. Variety of sentence beginnings. Parallelism helps build unity and coherence as well as rhythm/balance. A superior command of English grammar shown.	Paper is virtually error-free. Conventions are skillfully used to clarify meaning. Relevant sources are documented appropriately. Attention to detail is evident.
<b>4</b>	A clear thesis/purpose is developed with adequate support that goes beyond the obvious.	Interesting introduction and conclusion; paragraphs are structured appropriately; Most transitions are appropriate.	Word choice is appropriate and holds the reader's attention. Meaning is clear. Employs a level of language and tone suitable for the topic/audience.	Sentence structure varied. The paper is easy to read. Standard English usage with minor exceptions.	Editorial correctness with few exceptions. Sources are clearly relevant. Required documentation is used correctly most of the time.
<b>3</b>	Thesis/purpose is evident but not consistently supported.	Introduction and conclusion are present; some weakness in paragraph structure; more transitions needed for a smooth flow of information.	Language and tone acceptable but lack appeal. Occasional unclear phrasing. May contain some unexplained terms or resort to jargon and clichés.	Sentence structure varies little. Problems with parallelism occur. Distracting grammatical errors.	Some spelling/punctuation/capitalization problems. Does not consistently and correctly use sources or documentation when needed.
<b>2</b>	Thesis/purpose is vague or confusing and/or lacks adequate supporting details.	Inappropriate intro and/or conclusion; multiple ideas per paragraph; awkward or missing transitions; confusing ordering of information.	Many words are used incorrectly. Meaning is difficult to grasp. The writer sounds bored by the topic.	Sentence structure is awkward or repetitive. Frequent grammatical problems.	Frequent problems with correctness and accuracy are distracting. Sources are not relevant and/or not documented correctly.
<b>1</b>	No discernable thesis/purpose; details seem unrelated.	Missing intro/conclusion; no logical organization; illogical or missing transitions.	Inappropriate word choice. Inappropriate tone. Meaning is lost in unclear phrasing.	Incoherent sentences. Numerous grammatical errors. Overwhelming non-standard usage.	Numerous errors and careless mistakes. Required sources are missing or incorrectly documented. Does not follow instructor-established format.

**CUMULATIVE RATING**



1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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