

Martin Luther College • Common Writing Rubric

	<b>A—superior</b> An <b>A</b> paper moves readers to admiration and reflects consistently high quality work.	<b>B—very good</b> A <b>B</b> paper is an effective performance of the assignment, but it lacks the excellence of an <b>A</b> paper.	<b>C—satisfactory</b> A <b>C</b> paper reflects an adequate performance of the assignment.	<b>D—deficient</b> A <b>D</b> paper reflects significant weaknesses in the performance of the assignment.	<b>F—failing</b> An <b>F</b> paper reflects a failure to carry out the assignment.
<b>Criteria</b>					
<b>Complexity of thought and depth of insight</b>	Complexity of thought is creative and original; depth of insight is perceptive.	Complexity of thought and depth of insight are evident; content progresses beyond simple summary or obvious comments.	Some complexity of thought and depth of insight are evident in places, but not throughout.	Complexity of thought and depth of insight are lacking; a significant portion of the content is inaccurate.	The paper exhibits little or no complexity of thought or depth of insight; supporting information is off-topic, irrelevant, or inaccurate.
<b>Organization</b>	The entire theme shows unity, order, completeness, clarity, and coherence.	The paper is well-designed and arranged intelligibly, with only occasional inconsistencies.	Arrangement is evident but simplistic.	Overall structure is weak—spotty organization, few connected thoughts.	Paper has little or no logical pattern of development.
<b>Thesis/focus</b>	The thesis/focus is clear and well-supported with specific and significant details and evidence.	The thesis/focus is clear and generally well-supported with details and evidence.	The thesis/focus is evident but only partially developed or supported by evidence.	The thesis/focus is unclear, poorly supported, or supported with irrelevant data; the paper contains gross generalizations or unsupported claims.	The thesis/focus is incoherent or ideas are poorly expressed.
<b>Introduction and conclusion</b>	Both the introduction and conclusion are exceptional.	The introduction and conclusion are effective.	The introduction and conclusion may lack interest, specificity, or adequate development.	The introduction or conclusion is weak or ineffective.	The introduction or conclusion is not evident or clearly irrelevant.
<b>Paragraphs, sentences, word choice, and transitions</b>	Paragraphs, sentence structure, word choice, and transitions show precision and variation.	Paragraphs and sentences are unified and varied; transitions may be weaker.	Paragraphs and sentences show moderate unity and coherence; word choice is only adequate.	Paragraphs, sentences, and transitions create confusion; word choices are unclear or inappropriate.	Paragraphs and sentences are short, illogical, or unvaried; paper is a single long paragraph.
<b>Grammar/mechanics and citations</b>	The paper contains few or no grammar-mechanics or citation errors.	The paper contains a small number of grammar-mechanics or citation errors.	The number of errors detracts from the presentation.	The number of errors reveals incompetence in this area.	The number of errors destroys communication.

Any gross error in any category may significantly diminish the paper's grade. • Professors reserve the right to fail papers for plagiarism.