

PLSI 2: American Government and Institutions
Rubric for Writing Assignment

Writing Characteristics	Performance Descriptions	Performance Level
Follows Directions	4 = responds fully and appropriately to the assignment in timely fashion 3 = responds reasonably well to assignment in timely fashion 2 = responds acceptably to assignment in timely fashion 1 = some significant failure to respond to assignment, or untimely 0 = wholly fails to respond to assignment, and/or untimely	
Thesis	4 = easily identifiable, clear and concise, insightful, and appropriate for assignment 3 = identifiable, clear, and appropriate 2 = somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment 1 = very difficult to identify, unclear, and/or inappropriate for assignment 0 = unidentifiably, unclear, and/or wholly inappropriate for assignment	
Use of Evidence	4 = appropriate source information (typically primary) used to support thesis and buttress all arguments made in essay, excellent integration of quoted/paraphrased material into writing 3 = appropriate source information used to support thesis and to buttress most arguments, good integration of sources into writing 2 = sometimes weak use of source information (excessively secondary), inadequately supports thesis and/or sub-arguments, weak integration of quoted/paraphrased material into writing 1 = very weak use of source information (excessively secondary), fails to support thesis and/or sub-arguments, very weak integration of material into writing 0 = wholly fails to use sources appropriately	

<p>Analysis, Logic, and Argumentation</p>	<p>4 = all ideas progress logically from an identifiable thesis, compelling justifications are offered to support thesis, counter-arguments are anticipated and addressed, appropriate connections are made to outside material 3 = thesis is generally supported by logically compelling assertions and appropriate connections 2 = insufficient support for some arguments, assertions are vague or lack focus, support offered is sometimes irrelevant, tangential, or repetitive 1 = lacks support for arguments, unfocused, uses irrelevant information to support thesis 0 = wholly fails to relate evidence to thesis statement</p>	
<p>Organization</p>	<p>4 = coherent and clear, all paragraphs support thesis statement, each paragraph supports its topic sentence, excellent transitions 3 = mostly coherent, generally supports thesis, good transitions 2 = often lacks coherence, mixed support for thesis, transitions often missing or weak 1 = incoherent, lacks support for thesis, transitions weak and often missing 0 = wholly incoherent, unresponsive of thesis, and lacking in transitions</p>	
<p>Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)</p>	<p>4 = excellent command of language, proper use of grammar/writing conventions, few to no misspelled words, correct word choice, excellent variety and complexity of sentence structure, uses proper citation format 3 = good command of language, generally proper use of grammar/writing conventions, minimal misspelled words, largely good word choice, some variety and complexity in sentence structure, generally uses proper citation format 2 = generally proper use of grammar/writing conventions, but with simple sentences generally lacking variety/complexity in structure, acceptable citation format 1 = weak use of language, poor grammar, numerous mechanical errors undermine coherence, weak citation format 0 = extremely weak use of language/poor grammar, pervasive errors seriously undermine coherence, improper citation format</p>	