

## Rubric for Developmental Writing

	Integrating Sources <i>Information Literacy</i>	Line of Reasoning <i>Written Communication</i>	Structure (Working Parts of a Paper) <i>Written Communication</i>	Language/Prose/Syntax <i>Written Communication</i>
4 Advanced	Can successfully and effectively integrate required 1-2 sources into the argument per proper MLA conventions; integrations enhance the argument of the paper.	Argument is coherent and follows a clear line of logical reasoning.	All formal parts of the paper are fully developed (Intro, Body, Conclusion) and are effective at communicating the line of reasoning.	Uses grammatically correct prose that is highly appropriate to the audience; paper successfully utilizes complex sentence structures; prose is articulate and sophisticated.
3 Competent	Can integrate required sources but writing is not fully aligned with MLA conventions; difference between writer's own ideas and outside text generally clear.	Minor gaps in logic but the overall argument is linear and coherent.	Paper exhibits minor problems with one of the required parts (i.e. introduction is underdeveloped, body paragraphs may not fully support thesis, conclusion is a little off-track).	Minor problems with grammar or punctuation, but sentences generally make sense; sentence structure is simplistic; prose may be conversational or somewhat inappropriate for purpose of the assignment or the audience.
2 Emerging	Attempts to use evidence/sources but proper documentation is missing; sources are included but the difference between writer's argument and cited text is not always clear.	Paper utilizes only marginally coherent set of ideas; connections between some ideas and arguments are missing or underdeveloped.	Paper exhibits substantial problems with multiple parts of the paper; Introduction and Conclusion may be missing or highly underdeveloped.	Exhibits grammatical problems but overall meaning of sentences is not totally obscured; prose may not reflect an understanding of standard English; may lack an understanding of the purpose of the assignment or the audience.
1 Beginning	No attempt to integrate sources; does not demonstrate an understanding of the difference between opinion and evidence.	The paper is a collection of unrelated ideas.	The paper does not demonstrate any understanding of what are the functions of the different formal parts of a paper; the paper may read as if it is constructed as a single, long paragraph	Prose is largely incomprehensible; major grammatical and punctuation problems; major syntax problems at the sentence level.

\*Yellow indicates categories that are considered critical thinking skills