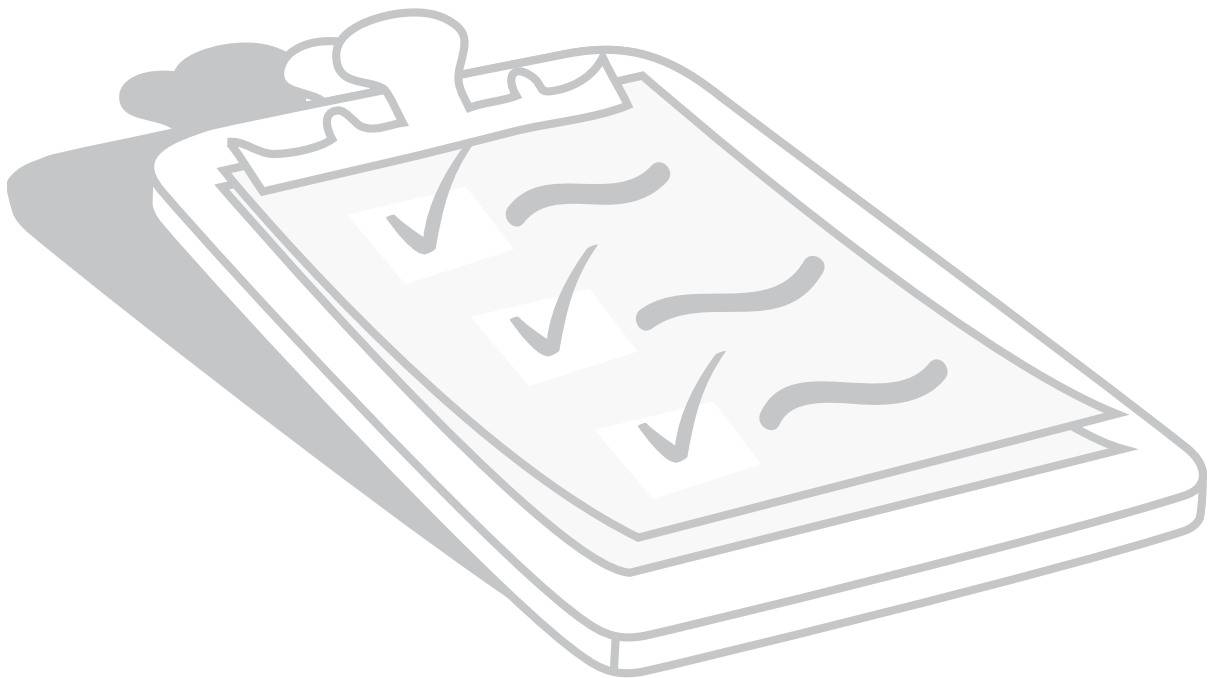


# Student Writing Evaluation Form



## STUDENT WRITING EVALUATION FORM

ASSIGNMENT \_\_\_\_\_  
 INSTRUCTOR \_\_\_\_\_

DATE \_\_\_\_\_  
 STUDENT NAME \_\_\_\_\_  
 COURSE \_\_\_\_\_

	<u>Unsatisfactory</u>	<u>Marginal</u>	<u>Satisfactory</u>	<u>Good</u>	<u>Excellent</u>
<b><u>INTRODUCTION</u></b>					
1. Contains a thesis (p. 9)	2	4	6	8	10
2. Captures the reader's attention (p. 9)	2	4	6	8	10
<b><u>BODY</u></b>					
3. Each paragraph relates to the thesis (pp. 11 & 13)	2	4	6	8	10
4. Transitions are used effectively (p. 11)	1	2	3	4	5
5. Contains supportive details: examples, statistics, quotes, etc. (p. 10)	2	4	6	8	10
6. Information covers the topic (pp. 10 & 11)	1	2	3	4	5
7. Word usage is correct (no slang) (pp. 45-55)	1	2	3	4	5
Writing is:					
8. Concise (p. 15)	2	4	6	8	10
9. Clear (clarity) (p. 16)	2	4	6	8	10
10. Grammatically correct (pp. 17-27)	2	4	6	8	10
11. Punctuated correctly (pp. 28-39)	1	2	3	4	5
12. Checked for spelling (pp. 43 & 44)	1	2	3	4	5
<b><u>CONCLUSION</u></b>					
13. Conclusions are correctly drawn from the body of the paper (pp. 11 & 12)	1	2	3	4	5

TOTAL POINTS \_\_\_\_\_

**NOTE: The page numbers (p. \_\_) that follow each criterion refer to pages in Dr. John Szczechowski's *Instructor's Guide For Basic Student Writing* where specific information about each criterion can be found. Revised 6/2/03**

**STUDENT WRITING RUBRIC**  
Division of General Studies

		UNSATISFACTORY	MARGINAL	SATISFACTORY	GOOD	EXCELLENT
<b>Introduction</b>						
Contains thesis (page 9)	Contains no thesis.	Thesis is ill-defined.	Thesis is present but not developed.	Contains a developed thesis	Contains a well developed thesis.	
Captures reader's attention. (page 9)	Does not capture reader's attention.	Only slightly captures reader's attention.	Adequately captures reader's attention.	Good introduction that captures reader's attention.	Unique introduction that completely captures reader's attention.	
<b>Body</b>						
Paragraphs relate to thesis. (pages 11 & 13)	Paragraphs do not relate to or support the thesis in any way.	Most paragraphs do not relate to or support the thesis.	Some paragraphs relate to or support the thesis.	Most paragraphs relate to and support the thesis.	All paragraphs are directly related to and support the thesis.	
Transitions used effectively. (page 11)	No transitions between paragraphs.	Transitions between some paragraphs.	Transition between many paragraphs.	Smooth transition between most paragraphs.	Smooth transitions between all paragraphs that heighten meaning.	
Contains supportive details. (page 10)	No or few specific details that are minimally elaborated.	Some specific details, but not sufficient, relevant, and fully elaborated.	Specific details are either insufficient, irrelevant, or not fully elaborated.	Sufficient use of specific and relevant details that are elaborated.	Excellent use of specific and relevant details that are fully elaborated.	

<b>Body</b>					
Information covers topic. (pages 10 & 11)	Information does not support thesis and only slightly relates to topic. Content is extremely superficial. Paper drifts in terms of purpose and organization.	Information slightly supports thesis and only minimally relates to topic. Content is superficial, and many ideas are irrelevant and stray in terms of purpose and organization.	Information adequately supports thesis and relates to topic. Content is good, but some ideas are irrelevant and stray in terms of purpose and organization.	Good information that supports thesis and relates to topic. Information is relevant, and organization is effective.	Information clearly and effectively supports thesis. It is focused on topic and is presented in a purposeful and well-organized manner.
Word usage is correct. (pages 45 & 55)	Has limited or inappropriate word choices that obscure meaning. Contains much slang and/or colloquialisms.	Contains word choices that interfere with the meaning. Contains much slang and/or colloquialisms.	Good word choices. Some slang and/or colloquialisms.	Accurate and varied word choice. No slang and/or colloquialisms.	Precise and varied word choice. No slang and/or colloquialisms.
Writing is concise. (page 15)	Unfocused. Difficult to follow. Limited vocabulary. Language is vague. Much repetition and misuse of words.	Unfocused. Limited vocabulary. Wordiness. Vague language. Repetition of words. Many words misused.	Focused. Fair use of language. Some wordiness and repetition. Some words misused.	Focused. Good use of language. Appropriate words. Some repetition and wordiness.	Very focused. Exact language. No repetition or wordiness.
Writing is clear. (page 16)	Sentences are poorly formed and repetitious. Rambles disconnectedly from one point to another.	Words and phrases are vague. Ideas seem scrambled and disconnected.	Makes general statements or repeats ideas. Lacks elaboration.	Writing is good, but could be more precise and orderly.	Writing is clear, direct, precise, and orderly.

Body					
Writing is grammatically correct. (pages 17-27)	Frequent and severe grammatical errors that interfere with understanding.	8 - 10 errors in grammar.	5 - 7 errors in grammar.	1 - 4 errors in grammar.	No grammatical errors.
Writing is punctuated correctly. (pages 28-39)	Multiple punctuation errors. More than 10 errors.	8 - 10 punctuation errors.	5 - 7 punctuation errors.	1 - 4 punctuation errors.	No punctuation errors.
Spelling is correct. (pages 43 & 44)	Multiple spelling errors. More than 5 errors.	4 - 5 spelling errors.	2 - 3 spelling errors.	1 spelling error.	No spelling errors.
Conclusion					
Conclusions are correctly drawn from paper. (pages 11 & 12)	No conclusion(s) apparent.	Conclusion(s) are dull or weak.	Conclusion(s) are somewhat drawn from the paper.	Conclusion(s) are drawn from paper, but may not be comprehensive.	Conclusion(s) are effectively drawn from paper.

NOTE: The page number (page -) under each criterion refer to pages in Dr. John Szczechowski's *Instructor's Guide for Basic Student Writing* where specific information about each criterion can be found.