

## CSU Writing Rubric – Student-Friendly Version

<b>STANDARD</b>	<b>Superior 6</b>	<b>Strong 5</b>	<b>Adequate 4</b>	<b>Marginal 3</b>	<b>Weak 2</b>	<b>Very Weak 1</b>
<b>Focusing on the Prompt</b>	Clearly and effectively answers all parts of the prompt	Writes clearly, but responds more effectively to some parts of the prompt than others	Writes a focused response, but may neglect some parts of the prompt	Ignores parts of the prompt, or writes about things having nothing to do with the prompt	Shows confusion about what the prompt is asking	Shows no comprehension of the prompt
<b>Understanding the reading and using it to support the essay’s argument</b>	Shows mastery over the entire text by seeing things in it that most people don’t	Shows clear understanding of the text by using specific and relevant details	Use of the text makes sense, though details are more general than specific	Shows a partial, inaccurate or imprecise understanding of the text	Shows very little understanding of the text	Shows an incapacity to understand the text
<b>Showing clear thinking and deep thinking</b>	Explores the issues of the prompt clearly and deeply	Shows some deep and complex thinking about the prompt	Thinking does not probe deeply, is obvious, or is repetitive	Shows unfocused or confused thinking	Even the shallow ideas of the essay are not clearly communicated	Makes little to no sense
<b>Organization, development, and support</b>	Thesis is clear, reasons are specific, and examples are relevant	Thesis is understandable, reasons are appropriate, and examples are specific	Thesis is sufficient; reasons and examples are generally accurate	May have vague thesis, unclear reasons, or inadequate examples	Thesis is inaccurate or missing, and support consists only of generalities	Shows an incapacity to write in an organized fashion
<b>Command of sentence structure and use of language</b>	Shows mastery over language and an ability to use sentences to engage and to persuade the reader	Shows an ability to use language well and to write effective sentences	Sentences are competently written but most may be written the same way, making the writing sound monotonous	Writing shows an inconsistent ability to write sentences competently	Writing shows an inability to write sentences correctly	Writer seems not to understand what a sentence is or how to write one
<b>Conventions, mechanics, and grammar</b>	Virtually no errors in conventions, mechanics, and grammar	Has a few errors overall in conventions, mechanics, and grammar	Errors are obvious but they don’t interfere with the argument of the essay	Errors at times interfere with the argument of the essay	Errors are numerous and make understanding difficult	Shows an inability to use conventions, mechanics, or grammar