

Sample Color Rubric



Walden Quote Paper Rubric

CATEGORY	4	3	2	1
Thesis (Content)	Thesis is clear and effectively stated according to paper guidelines.	Thesis is somewhat clear but is not clearly or effectively stated.	Thesis is evident but does not address the requirements of the paper.	There is no thesis.
Support for Topic (Content)	The writer provides strong ethical, logical, or pathetic support for his/her assertions that directly relate to the thesis.	The writer provides ethical, logical and/or pathetic arguments, but one or two supporting arguments requires more support or remains unsupported.	The writer provides some ethical, logical, and/or pathetic arguments but they do not directly support the thesis, or, several assertions require more support.	Supporting arguments and quotes are typically not relevant to the thesis or they do not provide support for the thesis.
Logical Relations/ Transitions (Organization)	A variety of thoughtful transitions are used clearly showing how ideas are connected.	Transitions sometimes show how ideas are connected	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or non-existent
Conclusion (Content)	The conclusion is strong, tying up all loose ends and effectively expanding upon and explaining the relevance of the writer's thesis (strong "so what?")	The conclusion ties up all loose ends and expands upon and explains the relevance of the writer's thesis but does not tie up all loose ends ("so what")	The conclusion is recognizable and attempts to expand upon and explain the relevance of the thesis (marginal "so what?")	The conclusion is recognizable, but does not expand upon or explain the relevance of the thesis (no "so what?")
Word Choice and Grammar (Mechanics)	Writer uses appropriate academic diction, and sophisticated syntax. The paper is free from grammatical errors.	Writer uses academic diction and syntax, but both may occasionally be inaccurate. The paper contains one or two grammatical or mechanical errors but none detract from the writer's meaning.	Writer uses words and syntax that communicate ideas, but the writing lacks variety, concision, academic diction or sophisticated syntax. Grammatical or syntactical errors are present and may sometimes detract from the meaning.	Writer uses a limited vocabulary or syntax that does not communicate strongly. Mechanical and grammatical errors detract from the meaning.
Analysis (Content)	The writer makes a well-reasoned analysis that specifically and effectively discusses relevant rhetorical features of the text and their effect.	The writer recognizes the rhetorical features of the text and adequately analyzes their effect.	The writer attempts to make a well-reasoned analysis of the rhetorical features of the text, but several lapses exist.	While the writer attempted to analyze the text, several sections rely on summary or require more analysis.
Topic/Comment Structure (Organization)	The writer maintains the principles of topic/comment structure. The essay maintains internal coherence with ideas clearly relating.	The writer mostly maintains the principles of topic/comment structure although one or two lapses do exist.	The writer attempts to maintain topic/comment structure but several lapses or inconsistencies exist in the analysis exist.	The writer does not maintain the principles of topic/comment structure.

Total: 3.1