

## 2013 AFS Student Writing Contest Rubric

**Authors:** Please insure that you name, university affiliation, email address and phone number are included on your submission. This information will not be used in any word count.

Criteria	Exemplary = 3	Good = 2	Marginal = 1	Unacceptable = 0	Score	Weight
<b>Purpose &amp; Objective</b>	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.		10%
<b>Content</b>	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.		20%
<b>Organization</b>	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning.		20%
<b>Feel</b>	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest.		10%

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<b>Tone</b>	The tone is consistently professional and appropriate for a popular article.	The tone is generally professional. For the most part, it is appropriate for a popular article.	The tone is not consistently professional or appropriate for a popular article.	The tone is unprofessional. It is not appropriate for a popular article.		10%
<b>Target Audience</b>	The writing clearly demonstrates an awareness of the target audience (general public) that is maintained throughout.	The writing mostly demonstrates an awareness of the target audience (general public).	The writing partially demonstrates an awareness of the target audience (general public).	The writing is inappropriate for the target audience (general public).		10%
<b>Sentence Structure</b>	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Errors in sentence structure are frequent enough to be a major distraction to the reader.		5%
<b>Word Choice</b>	Word choice is consistently precise and accurate. No jargon used.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective. No jargon used.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately. Some jargon used.	Many words are used inappropriately, confusing the reader. Jargon is common.		5%
<b>Grammar, Spelling, Writing Mechanics</b>	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused.		10%