

Analytic Rubric

University of Missouri
Campus Writing Program
Revised 2019

	Effectively Fulfills Expectations	Mostly Fulfills Expectations	Somewhat Fulfills Expectations	Attempting to Reach Expectations	
Focus	Answers the question: "Why is this important?" Demonstrates understanding of concepts behind various sides of the issue. Shows full awareness of complexity. Contains only relevant information.	Partially answers "Why is this important?" Demonstrates some understanding of concepts behind various sides of the issue. Shows some awareness of complexity of issue. Contains mostly relevant information.	Implies some answers to "Why is this important?" Limited understanding of concepts behind issue(s). Minimal awareness of complexity of issue. Contains some irrelevant information.	Does not address "Why is this important?" Understanding of the issues is not clear. Information is not focused on topic.	
Development	Claims are supported with appropriate, credible evidence and valid reasoning, and ideas connect to audience and purpose. Opinions are clearly distinguished from facts.	Claims are supported with mostly appropriate, credible evidence and valid reasoning. Ideas typically connect to audience and purpose. Opinions are mostly distinguished from facts.	Claims are supported with some inappropriate, untrustworthy evidence and/or reasoning. Ideas are sometimes disconnected audience or purpose. Opinions are rarely distinguished from facts.	Claims are not supported with credible evidence. Ideas are often disconnected from audience or purpose. Opinions are not distinguished from facts.	
Organization	Includes a logical arrangement of points to be made, including transitions that are smooth and cohesive. Effective beginning and ending. Each paragraph is unified and developed.	Includes mostly logical arrangement of points. Includes some transitions that are smooth and cohesive. Some disorder in paragraphs. Recognizable beginning and ending.	Ideas are somewhat fragmented and include little to no transitions. Paragraphs seem disjointed. May be missing a clear beginning or ending.	Ideas are fragmented and transitions are not used. No clear beginning or ending.	
Use of Sources	Uses appropriate disciplinary citation. Writer remains in control of all content, and sources are not used to substitute for the writer's ideas.	Uses mostly appropriate disciplinary citation. Sources sometimes overtake ideas.	Uses little to no appropriate citation for sources. Sources used, if any, overtake the writer's ideas.	Sources are not used or no citation is given.	
Style	Sentences are clear, coherent, and include appropriate word choice and style for the purpose and audience. Style is consistent with disciplinary expectations.	Sentences are mostly clear and coherent. Word choice and style mostly appropriate for the purpose and audience. Shows some knowledge of disciplinary expectations.	Many sentences are not clear or coherent. Word choice and style are uneven for the purpose, audience, and/or discipline.	Style and word choice do not fit audience, purpose, and disciplinary expectations.	
Editing	Clear evidence of careful editing. Writing follows appropriate format for assignment. No relevant mistakes.	Shows some evidence of editing. Writing somewhat follows format of assignment. Some mistakes affect readability.	Shows little to no attempt at editing. Writing barely follows assignment format. Significant mistakes affect readability.	Writing does not follow assignment format. Writing is not readable due to lack of editing.	