



Written Communication Rubric

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

| | Proficient/Excellent A | Adequate/Good B | Average/Fair C | Poor D/F |
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| Context and Purpose Responding to the rhetorical situation with a well-defined thesis. <ul style="list-style-type: none"> • Genre • Audience • Purpose (Thesis) | Demonstrates a thorough understanding of the genre and context of the assignment, audience perceptions or assumptions, and purpose of the writing task. The thesis takes a unique or imaginative approach, is compelling, precisely stated, appropriately repeated, and strongly supported. | Demonstrates adequate consideration of context and genre of the assignment, audience perceptions or assumptions, and purpose of the writing task. The thesis appropriately & adequately addresses the purpose and is clear and consistent with the supporting material. | Demonstrates an emerging awareness of the context of the assignment, the audience, and the purpose of the writing task. The thesis takes a basic or unimaginative approach to the purpose of the writing task and is basically understandable but is either not well defined or focused. | Demonstrates minimal attention to context of the assignment. Does not demonstrate an understanding of the expectation of the instructor or others as an audience, or of the purpose of the writing task. The thesis can be deduced, but is not explicitly stated. |
| Content Development Use of reasoning and explanation to support the thesis. <ul style="list-style-type: none"> • Reasoning & Argument • Development | Uses appropriate, relevant, logical, and compelling reasoning to illustrate mastery of the subject, conveying understanding, critical thinking, and shaping the whole message. Develops the ideas or claims posed in the thesis with explanations, examples, illustrations, and/or analogies. | Uses appropriate, relevant, logical, and compelling reasoning to explore ideas within the context of the discipline or topic and shape the whole message. Develops the ideas or claims presented in the thesis with explanations, examples, illustrations, and/or analogies. | Uses appropriate, relevant, and logical reasoning to develop and explore ideas through most of the message. Develops the ideas or claim thesis with some explanations, examples, illustrations, and/or analogies. | Uses appropriate and relevant content to develop simple ideas in some parts of the message. Reasoning may be inconsistent or faulty. Development lacks sufficient supporting explanation, examples, illustrations or analogies. |
| Organization Use of logical and intentional ordering of ideas & information. | The organizational pattern is clearly and consistently observable, skillful, and makes the | The organizational pattern is clearly and consistently observable within the presentation. | The organizational pattern is intermittently observable within the presentation. An attempt is | The organizational pattern is not consistently observable within the whole presentation. |

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| | <p>presentation cohesive. Organization is responsive to a wide range of conventions particular to a specific discipline and/or task which may include arguing a position, analysis, evaluation, presenting data, conclusions or instructive information.</p> | <p>Demonstrates a clear focus on the conventions particular to a specific discipline and/or task, which may include arguing a position, analysis, evaluation, presenting data, conclusions or instructive information.</p> | <p>made to follow the basic expectations appropriate to the specific discipline and/or task such as argument, analysis, evaluation, or presentation of data or information.</p> | <p>Fails to consistently use a system for basic organization that is specific to the discipline or task.</p> |
| <p>Sources and Evidence Use of evidence to support the thesis and reasoning.</p> <ul style="list-style-type: none"> • Relevant Research • Data • Information Literacy • Synthesis | <p>Demonstrates skillful use of a variety of high-quality, credible, relevant sources of quantitative and/or qualitative data to develop ideas that are appropriate for the discipline and genre. Makes appropriate reference to information or analysis that significantly supports the presentation or establishes the speaker/writer's credibility or authority on the topic.</p> | <p>Demonstrates consistent use of multiple credible, relevant sources of quantitative and/or qualitative data to support ideas that are situated within the discipline and genre. Makes appropriate reference to information or analysis that generally supports the presentation or establishes the speaker/writer's credibility or authority on the topic.</p> | <p>Demonstrates an attempt to use a few credible and/or relevant sources of quantitative or qualitative data to support ideas that are appropriate for the discipline and genre. Makes some appropriate reference to information or analysis that partially supports the presentation.</p> | <p>Demonstrates an attempt to use sources of quantitative or qualitative data to support ideas in the writing but may not be very credible or relevant. Makes reference to information that only minimally supports the presentation.</p> |
| <p>Formatting & Design Use of APA style manuscript formatting and citation of sources.</p> | <p>Demonstrates detailed attention to and successful execution of APA formatting and citation as well as design, presentation, and stylistic choices.</p> | <p>Demonstrates consistent use of APA formatting and citation as well as design, presentation, and stylistic choices.</p> | <p>Follows the basic expectations of APA formatting, citation, design, presentation, or stylistic choices, but exhibits occasional errors.</p> | <p>Attempts to use APA formatting and citation, design or presentation but is inconsistent in its application.</p> |
| <p>Control of Language and Mechanics</p> <ul style="list-style-type: none"> • Syntax/Style • Tone • Grammar • Spelling • Punctuation | <p>Uses stylistically sophisticated language that skillfully communicates meaning to readers with clarity and fluency, perceptive tone and is virtually error-free.</p> | <p>Uses straightforward language that generally conveys meaning to readers. The language uses appropriate tone and has few errors.</p> | <p>Uses language that generally conveys meaning to readers with clarity, although writing may not use appropriate tone and includes some errors.</p> | <p>Uses language that sometimes impedes meaning because of errors in usage.</p> |