

WRITTEN COMMUNICATION RUBRIC

If this rubric is used to assign grades, the instructor will:

1. Decide how to weight the criteria (equal weight or otherwise).
2. Assign points to each of the three categories – this could be as simple as 1, 2, 3 for the categories or may allow for a range within categories (for example Below Expectations will be 0-1, Meets Expectations will be 2-3, Exceeds Expectations will be 4-5). Differing point ranges may be assigned in the categories. For example, a point system that translates directly to a 100% grade scale might give the Below Expectations a bigger range (0-6) with Meets Expectations a 7-8 and Exceeds Expectations a 9-10.
3. Complete a copy of the rubric for each student and compute the weighted score for the student.

	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Content	Does not adequately cover the assigned task. The primary thesis may not be clear or if it is, little topic development is evident. Assertions made in the writing are either weakly supported or no support is offered.	The assigned task is covered sufficiently. The primary thesis is clear but there is some room for further development of the topic. Support is offered for assertions that are made but that support could be stronger, more compelling or more inclusive of all issues.	The assigned task is thoroughly covered and completed. The primary thesis is clear and fully developed. Assertions made throughout the writing are compelling and clearly supported.
Organization	Paper lacks logical sequence hence causing format to interfere with readability. Does not use proper paragraphing. Topic sentences do not lead to rest of paragraph or are missing altogether.	Paper follows logical sequence with identifiable beginning, development, and conclusion. Generally proper use of paragraph structure and topic sentences. Organization and/or headings help the reader to follow and find information.	Paper flows well with appropriate beginning, development, and conclusion. Paragraph structure contributes to flow and transitions. Organization and/or headings help the reader to understand and remember information.
Audience	Writer is internally focused rather than focused on the reader. No clear awareness or understanding of the audience is evident. Writer may appear discourteous to the reader.	Writer acknowledges the reader and displays some thought about the nature of the audience. Reader is treated politely and positively. No evidence of inappropriate attitude.	Writer clearly focuses writing to the audience, and displays empathy for the reader. Goodwill is created through consideration of the reader's needs. Message tailored directly for the reader.
Style	Overuse of simple sentences. May misuse words or idioms. May include slang. Wordy rather than concise. Writing shows lack of sophistication or variety in vocabulary. Awkward. Little or no use of business terms.	Sentences vary in length and style. Strong action verbs are used. Occasionally uses jargon or clichés. Vocabulary and word usage generally is correct and shows some variety. Uses business terms appropriately.	Demonstrates a sophisticated grasp of the language in terms of both sentence structure and vocabulary. Writes fluidly and concisely. Includes appropriate business terms.
Mechanics	Significant errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Errors undermine credibility of content and readability.	Relatively free of errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Mechanics do not detract from credibility of the content.	No errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Strong mechanics help to establish credibility.
Referencing	References (if called for) are missing or do not use correct referencing style.	Generally correct referencing (if called for) using APA or MLA style.	References (if called for) are consistently correct using APA or MLA style. No missing citations.