

Rubric for Written Communication

	Line of Reasoning	Organization and Structure	Content	Language/Prose/Syntax
4 (Advanced)	<ul style="list-style-type: none"> Composes a well-defined thesis that is supported by coherent and relevant arguments. Argument is coherent and develops a clear line of logical reasoning. 	<ul style="list-style-type: none"> Organization of ideas/information is well-planned, and organized; structure enhances the message or argument. Paragraphs are well-developed, and paragraph breaks enhance the main points. 	<ul style="list-style-type: none"> Exhibits original insight into the content Content illuminates the argument and/or message 	Uses grammatically correct prose that is highly appropriate to the audience; paper successfully utilizes complex sentence structures; prose is articulate and sophisticated.
3 (Competent)	<ul style="list-style-type: none"> Constructs an identifiable thesis with some gaps or inconsistencies in reasoning. Minor gaps in logic but the overall argument is linear and coherent. 	<ul style="list-style-type: none"> Some organizational problems evident. Paragraphs are developed but exhibit a few inappropriate breaks, or transitions between paragraphs are awkward. 	<ul style="list-style-type: none"> Content is adequately addressed Content generally supports main argument. 	Minor problems with grammar or punctuation, but sentences generally make sense; sentence structure is simplistic; prose may be conversational or somewhat inappropriate for purpose of the assignment or the audience.
2 (Emerging)	<ul style="list-style-type: none"> Thesis is weak, unclear or too broad for assignment, but has some relevance to the body of essay or presentation. Paper utilizes only marginally coherent set of ideas; connections between some ideas and arguments are missing or underdeveloped. 	<ul style="list-style-type: none"> Some attempt at organizing ideas/information but reasoning for that ordering is not apparent. Paragraphs are underdeveloped or and/or transitions between them are problematic. 	<ul style="list-style-type: none"> Content is only superficially addressed. Content does not fully support main argument. 	Exhibits grammatical problems but overall meaning of sentences is not totally obscured; prose may not reflect an understanding of standard English; may lack an understanding of the purpose of the assignment or the audience.
1 (Beginning)	<ul style="list-style-type: none"> No discernible thesis (unable to construct an argument). The paper is a collection of unrelated ideas. 	<ul style="list-style-type: none"> Paragraphs are or appear non-existent. Transitions between paragraphs are non-existent. 	<ul style="list-style-type: none"> Content is not appropriate to the assignment or minimally used. Content does not relate to the argument being made. 	Prose is largely incomprehensible; major grammatical and punctuation problems; major syntax problems at the sentence level.

* This column is used to simultaneously assess critical thinking

COMMENTS: