<table>
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<th>Rubric for Written Communication</th>
<th>Line of Reasoning</th>
<th>Organization and Structure</th>
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</table>
| 4 (Advanced)                    | 1. Thesis is highly refined and well developed.  
2. Argument is complex and coherent and demonstrates a strong line of logical reasoning supported by evidence. | Organization of ideas/information is highly advanced and well organized. | 1. Synthesizes original insight into the content.  
2. Highly developed argument provides innovative solution to a well-defined problem.  
3. Demonstrates application of the solution. | Ideas expressed in professional and technical language appropriate to the discipline; complex ideas are expressed clearly. |
| 3 (Competent)                  | 1. Composes a well-defined thesis that is supported by coherent and relevant arguments.  
2. Argument is coherent and develops a clear line of logical reasoning. | Organization of ideas/information is well planned and organized; structure enhances the message or argument. | 1. Exhibits original insight into the content.  
2. 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. |
| 2 (Emerging)                   | 1. Constructs an identifiable thesis with some gaps or inconsistencies in reasoning.  
2. Minor gaps in logic but the overall argument is linear and coherent | Some organizational problems evident. | 1. Content is adequately addressed.  
2. 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. |
| 1 (Beginning)                  | 1. Thesis is weak, unclear or too broad for assignment, but has some relevance to the body of essay or presentation.  
2. Paper utilizes only marginally coherent set of ideas; connections between some ideas and arguments are missing or underdeveloped. | Some attempt at organizing ideas/information but reasoning for that ordering is not apparent. | 1. Content is only superficially addressed.  
2. 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 or other language used; may lack an understanding of the purpose of the assignment or the audience. |

* This column is used to simultaneously assess critical thinking