

Rubric for Written Communication Graduate Programs UH Hilo

	Line of Reasoning *	Organization and Structure	Content	Language/Prose/Syntax
4 (Advanced)	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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