Rubric for Written Communication

	Line of Reasoning	Organization and Structure	Content	Language/Prose/Syntax
4 (Advanced)	• Composes a well-defined thesis that is supported by coherent and relevant arguments. • 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. • Paragraphs are well-developed, and paragraph breaks enhance the main points.	• 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)	• Constructs an identifiable thesis with some gaps or inconsistencies in reasoning. • Minor gaps in logic but the overall argument is linear and coherent.	• Some organizational problems evident. • Paragraphs are developed but exhibit a few inappropriate breaks, or transitions between paragraphs are awkward.	• 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)	• 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.	• 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.	• 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)	• No discernible thesis (unable to construct an argument). • The paper is a collection of unrelated ideas.	• Paragraphs are or appear non-existent. • Transitions between paragraphs are non-existent.	• 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: