<table>
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<th>Rubric for Written Communication</th>
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<td><strong>Line of Reasoning</strong></td>
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| **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:**