



Written Communication Rubric

Score of 5 (Excellent)

- Organization—Well-focused or creative expression of central idea (implied or explicitly stated based on genre). Problem/focus and plan are easy to understand.
- Support—Ideas are extensively elaborated, showing evidence of critical thinking, insight, creativity. Locates, evaluates, synthesizes, and documents primary & secondary sources (as necessary).
- Revision—Each draft folds in critical feedback from peers and/or instructor. Writer reflects upon semester's writing with ability to evaluate own work and that of community.
- Language—Intentional, purposeful use of appropriate words for the writing context.
- Coherence—Analyzes and responds to diverse writing genres exceptionally well. Each paragraph connects effortlessly with the other with sophistication.
- Mechanics—Little to no grammar, punctuation, and spelling. Errors do not hamper reader's comprehension of writer's message.

Score of 4 (Above Average)

- Organization--Mostly focused or mostly creative expression of central idea (implied or explicitly stated based on genre). Problem/focus and plan are identifiable.
- Support—Ideas are effectively elaborated, showing evidence of critical thinking, insight, creativity. Mostly locates, evaluates, synthesizes, and documents primary & secondary sources (as needed).
- Revision— Each draft integrates critical feedback from peers and instructor. Writer reflects upon semester's writing with ability to evaluate own work and that of community.
- Language—Mostly Intentional, purposeful use of words for the diverse writing contexts
- Coherence--Analyzes and responds to diverse writing genres effectively
- Mechanics— Some grammar, punctuation, and spelling errors only slightly hampers reader's comprehension of writer's message.

Score of 3 (Average/Competent)

- Organization--Moderately focused or moderately creative expression of central idea (implied or explicitly stated based on genre). Problem/focus and plan are vaguely identifiable.
- Support—Ideas are moderately, showing evidence of critical thinking, insight, creativity. Mostly locates, evaluates, synthesizes, and documents primary & secondary sources (as needed).
- Revision— Each draft takes into consideration critical feedback from peers and instructor. Writer reflects upon semester's writing with some ability to evaluate own work and that of community.
- Language—Moderately intentional, purposeful use of words for the diverse writing contexts
- Coherence-- Analyzes and responds to diverse writing genres moderately effectively
- Mechanics— Some grammar, punctuation, and spelling errors moderately hampers reader's comprehension of writer's message.

Score of 2 (Below Average/Developing)

- Organization--Less focused or less creative expression of central idea (implied or explicitly stated based on genre). Problem/focus and plan are unclear.
- Support—Ideas are less elaborated, showing little evidence of critical thinking, insight, creativity. Does not consistently locate, evaluate, synthesize, or documents primary & secondary sources (as needed)
- Revision— Each draft lacks integration of critical feedback from peers and instructor. Writer reflects on semester’s writing with minimal ability to evaluate own work and that of community.
- Language—Mostly unintentional, careless use of words for the diverse writing contexts
- Coherence-- Analyzes and responds to diverse writing genres less effectively
- Mechanics—Grammar, punctuation, and spelling errors only slightly hampers reader’s comprehension of writer’s message.

Score of 1 (Beginning/Underdeveloped)

- Organization--Unfocused or lacks creative expression of central idea (implied or explicitly stated based on genre). Problem/focus and plan are not identifiable.
- Support—Ideas are not elaborated, showing no evidence of critical thinking, insight, creativity. Does not consistently locate, evaluate, synthesize, or documents primary & secondary sources (as needed).
- Revision— Each draft, if provided, lacks integration of critical feedback from peers and/or instructor. Writer reflects on semester’s writing with little to no ability to evaluate own work and that of community.
- Language—Little to no intentional, purposeful use of words for the diverse writing contexts
- Coherence-- Analyzes and responds to diverse writing genres ineffectively
- Mechanics—Grammar, punctuation, and spelling errors hampers reader’s comprehension of writer’s message.