**Written Communication Rubric**

**Revised January 2019**

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| **Written Communication: A competent written communicator can develop, convey and exchange ideas in writing, as appropriate to a given context and audience.** |

|  | **Excellent-4** | **Good-3** | **Acceptable-2** | **Needs Improvement-1** |
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| **Organize content in a logical order** | Student generates abundant and logically sound content. Organizes that content into logical order. | Student generates sufficient and logically sound content. Organizes that content into logical order. | Student generates a moderate amount of content. Organizes content with only minor logical weakness. | Student generates little or logically weak content. Fails to organize content into logical order. |
| **Create a well-stated thesis** | Presents an introduction featuring a well-stated thesis. | Presents an introduction featuring a thesis. | Presents an introduction without a thesis. | Does not present an introduction or a well-stated thesis. |
| **Create well-developed paragraphs supporting thesis** | Uses a series of cohesive, well-developed body paragraphs. Supports that thesis through topic sentences relevant to the thesis. Supports each topic sentence thoroughly with relevant information and sound logic. | Uses a series of cohesive, well-developed body paragraphs. Supports that thesis through topic sentences relevant to the thesis. Supports each topic sentence with sufficient information and sound logic. | Uses a series of body paragraphs. Supports that thesis through topic sentences relevant to the thesis. Supports each topic sentence with relevant information and reasonable logic. | Does not thoroughly and logically support the thesis through body paragraphs. |
| **Create a well-developed conclusion** | Ends with a well-developed conclusion that restates the thesis. | Ends with a conclusion that restates the thesis. | Ends with a conclusion. | Does not end with a conclusion. |
| **Use proper grammar, spelling, and sentence structure.** | Rare error in basic grammar and spelling. Sophisticated, varied sentence structure. | Few errors in basic grammar. Few misspelled words. Some variety of sentence structure. | Occasional errors in basic grammar. Words occasionally misspelled. Little variety in sentence structure. | Frequent errors in basic grammar. Simple words misspelled. No variety or sophistication in sentence structure. |
| **Use proper word choice** | Precise word choice. More sophisticated vocabulary. | Word choice generally correct, precise, and effective. Successful attempt at more sophisticated vocabulary | Words occasionally misused. Little attempt beyond everyday vocabulary. | Basic words often misused or confused. No attempt beyond everyday vocabulary. |
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