**Rubric for Measuring Written Communication Skill**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EFFECTIVE****10-8** | **ADEQUATE****7-4** | **INADEQUATE****3-1** | **SCORE** |
| Document organization | Presents clear statement of purpose ; material is presented in clear and logical order appropriate to the task  | Contains statement of purpose but may rely on implicit expression  | Omits clear statement of purpose; addresses topics without clear logical sequence |  |
| Paragraph coherence | Develops a single topic in each paragraph; provides a logical sequence for document content; transitions develop connections between paragraphs; paragraphs are not overly long or brief | May lack development; may stray to other topics within paragraphs; generally provides clear transitions between paragraphs | May present overly short paragraphs, have undeveloped material, or contain unrelated material; omits necessary transitions |  |
| Sentence structure | Demonstrates sophistication and variation in sentence structure; expresses ideas clearly and concisely; contains no unnecessary fragments or run-on sentences | Generally maintains varied and correct sentence structures; may include small number of sentence-level errors | Employs repetitive or simplistic sentence structures; contains wordy or unclear sentences; includes fragments or run-ons |  |
| Correctness | Adheres to standard rules of grammar, usage, mechanics, punctuation, and spelling; may include no more than two minor errors | Generally adheres to standard rules but includes three or more errors | Contains significant errors that detract from understanding or compromise writer’s credibility |  |
| Audience/Tone | Addresses audience concerns by explaining unfamiliar terms/material; employs professional diction and avoids overly technical or colloquial language; maintains appropriate tone | Demonstrates audience awareness but may include some overly technical or colloquial language; may lose control of tone | Uses technical or colloquial language inappropriate to the context of the assignment; errs in appropriate tone |  |
| Support/Exhibits | Includes thorough documentation or citation as necessary; supports all claims within either text or appendix; properly labels/identifies outside material | Generally supports claims with properly cited material; may omit occasional supporting documentation or material | May fail to include required supporting materials or documentation; may include irrelevant addenda |  |
| Presentation/Document design | Includes proper formatting of margins, spacing, indentation, etc; typeface and use of emphasis are appropriate to task | Mostly includes proper formatting and limits errors or inconsistencies | Distracts reader with errors or inconsistencies in formatting |  |
|  |  |  | **TOTAL SCORE** |  |

**Scoring Key Effective: 47:70 Adequate: 24: 46 Inadequate: ≤ 23**