



## College Graduate Competency – GRAD-COMM-3 WRITTEN COMMUNICATIONS RUBRIC

Used in assessment courses with written communications requiring analysis of source documents.

**Student Name** \_\_\_\_\_ **Course/Section** \_\_\_\_\_ **Date/Term** \_\_\_\_\_ **Overall Score** \_\_\_\_\_

Component	4	3	2	1	0	
<b>A.1 Write logical, coherent phrases, sentences, and paragraphs, incorporating correct spelling, grammar, vocabulary, syntax, and punctuation.</b>						
Consistently uses Standard English grammar.  Demonstrates effective usage, spelling, punctuation.	Consistent Standard English grammar, usage, spelling, well-developed paragraphs, and punctuation.	Some errors, but none major in grammar, usage, spelling, paragraph development, and punctuation.	Several distracting errors in grammar, usage, spelling, paragraph development, or punctuation.	Many or major errors in grammar, usage, spelling, paragraph development, or punctuation.	Did not complete.	Pts. _____
Component	4	3	2	1	0	
<b>A.2 Organize and present formal written communication logically.</b>						
<b>a. Introduction</b> Demonstrates a clear understanding of purpose and audience through selection of topic.	Interesting, original introduction reflecting thought and insight; focused on one interesting main idea.	Clearly stated introduction that presents one main idea.	Introduction may be vague, indirect, or unclear.	Missing or inappropriate introduction; main idea missing.	Did not complete.	Pts. _____
Component	4	3	2	1	0	
<b>b. Body</b> Includes a clearly presented central idea with relevant facts, details, and/or explanations.	Maintains consistent point of view, focus, organizational pattern including effective use of transitions to unify important ideas.	Maintains a mostly consistent point of view, focus, and/or organizational structure, including the effective use of some transitions to unify important ideas.	Maintains an inconsistent point of view, focus, and/or organizational pattern which may include ineffective or awkward transitions that do not unify important ideas.	Lacks a point of view, focus, organizational structure, and transitions that unify important ideas.	Did not complete.	Pts. _____

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Component	4	3	2	1	0	
<b>c. Conclusion</b> Signals the end of the essay and re-states central idea.	Interesting, creative conclusion that summarizes effectively the main idea without repetition.	Clear conclusion that simply restates the main idea.	Conclusion adds new information not covered in the body or is off topic.	Missing conclusion; student ends with a supporting idea.	Did not complete.	Pts. _____

Component	4	1	0	
<b>A.3 Adapt written communication appropriate to the reading level and cultural literacy of the audience.</b>				
Sensitivity to the audience as demonstrated through precise word choice and sentence structure.	Completed/Yes	Not completed/No	Did not submit assignment.	Pts. _____

Component	4	3	2	1	0	
<b>A.4 APA document style is applied appropriately and effectively.</b>						
Uses documentation appropriate to the assignment.	Sources documented using appropriate APA style guidelines.	All sources documented, but some problems with format and technique.	Sources documented, but incorrect technique used or not all sources documented.	Most sources incorrectly documented or not documented .	Did not complete.	Pts. _____

<b>Evaluator Notes/Comments:</b>	<b>Total Score:</b>

