



## College Graduate Competency – GRAD-COMM-1 WRITTEN COMMUNICATIONS RUBRIC

Used in assessment courses with research paper or report (A.1, A.2 and A.3) requiring analysis of source documents (A.4).

Student Name \_\_\_\_\_ Course/Section \_\_\_\_\_ Date/Qtr \_\_\_\_\_ Overall Score \_\_\_\_\_

Component	1	2	3	4	
<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.	Many or major errors in grammar, usage, spelling or punctuation.	Distracting errors in grammar, usage, spelling, or punctuation.	Some errors, but none major in grammar, usage, spelling, and punctuation.	Consistent Standard English grammar, usage, spelling and punctuation.	Pts. _____

Component	1	2	3	4	
<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 and use of thesis statement.	Missing or inappropriate introduction/thesis statement; main idea missing.	Introduction/thesis statement may be vague, indirect, or unclear.	Clearly stated introduction and thesis statement; presents one main idea.	Interesting, original introduction/thesis statement reflecting thought and insight; focused on one interesting main idea.	Pts. _____

Component	1	2	3	4	
<b>b. Body</b> Includes a clearly presented central idea with relevant facts, details, and/or explanations.	Lacks a point of view, focus, organizational structure, and transitions that 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.	Maintains a mostly consistent point of view, focus, and/or organizational structure, including the effective use of some transitions to unify important ideas.	Maintains consistent point of view, focus, organizational pattern including effective use of transitions to unify important ideas.	Pts. _____

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

**College Graduate Competency – Written Communications Rubric**

Page 2

Component	1	2	3	4	
<b>A.3 Adapt written communication appropriate to the diversity of the audience.</b>					
Sensitivity to the diversity of the audience as demonstrated through precise word choice and sentence structure.	Word choice and sentence structure are imprecise.	Little variety in sentence structure with imprecise word choice.	Appropriate diction, tone and word choice. Message and audience are complementary.	Audience sensitivity ensured through language appropriate to audience diversity. All communication goals achieved.	Pts. _____

Component	1	2	3	4	
<b>A.4 Use source documentation appropriately and effectively.</b>					
Uses documentation appropriate to the assignment.	Sources not documented.	Sources documented, but poor technique used or not all sources documented.	All sources documented, but some problems with format and technique.	Sources documented using appropriate style guidelines.	Pts. _____

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

11-30-04/