

**Written Communication Assessment Rubric**

<b>Criteria</b>	<b>Rating=4 (Excellent)</b>	<b>Rating=3 (Satisfactory)</b>	<b>Rating=2 (Marginal)</b>	<b>Rating=1 (Unsatisfactory)</b>	<b>Score (whole #)</b>
<b>Voice</b> <i>(or Tone, Subjectivity, Style, Narrator, Subjectivity, or Point of View, depending on discipline)</i>	The voice is appropriate to discipline and genre, effective in achieving the goals of the writing, and credible and/or compelling in itself.	The voice generally advances the goals of the writing but betrays occasional lapses in consistency or appropriateness.	The voice does not advance the goals of the writing or is not clearly established.	The voice detracts from the goals of the writing.	
<b>Organization and Development</b> <i>(or Form, Genre, Presentation, Structure or Mode, depending on discipline)</i>	The writing shows mastery of disciplinary standards and advances its aims.	The writing achieves its aims, but occasionally deviates from disciplinary or generic standards and shows occasional lapses in development.	The writing is occasionally confusing, and may not fully conform to accepted conventions and expectations.	The writing is confusing, and may even invite interpretations contrary to its aims.	
<b>Control</b> <i>(including conventions of Usage, Mechanics, Correctness, or readability, depending on discipline and assignment's expectations)</i>	The writing demonstrates virtuosity in its use of language, advancing the goals of the piece and/or compelling readers' engagement.	The writing adheres to accepted conventions to the degree that the piece is generally readable and meets the technical requirements for proficiency.	The writing generally conforms to accepted conventions, but occasional to frequent lapses distract the reader.	The writing deviates so far from accepted conventions that its readability is seriously compromised.	
<b>Content</b> <i>(including claims, evidence, ideas expressed, information conveyed, etc., as appropriate to the discipline and the assignment's expectations)</i>	The writing includes all necessary content and uses it effectively to achieve its aims.	The writing includes most of the content material necessary to achieve its aims and to answer disciplinary expectations, but either includes extraneous content, fails to include some necessary content, or both.	The writing mentions but does not fully engage with the expected content material.	The writing includes little, if any, of the expected content material, and thus cannot achieve its aims.	

TOTAL 0

Comments: