

Classroom Level Rubric: Communication Skills



Writing Rubric

Observable Criteria 4.0 Scale

Does the writing reflect competence in standard English grammar as evidenced by writing that is reasonably free from:		Description of Performance Criteria: Present information with clarity, coherence and effectiveness through writing.				
• Spelling, punctuation, word choice errors		4.0 Mechanical errors, if present, are scarcely noticeable and do not interfere with presentation and understanding.	3.0 Errors are minimal and do not interfere with presentation and understanding.	2.0 Several mechanical errors are present and somewhat interfere with the reader's understanding.	1.0 Multiple mechanical errors interfere with the reader's understanding.	0.0 No evidence.
• Run-on sentences		4.0 Run-on sentences, if present, do not interfere with understanding.	3.0 Run-on sentences are minimal and do not interfere with presentation and understanding.	2.0 Run-on sentences are present and somewhat interfere with the reader's understanding.	1.0 Many run-ons interfere with the reader's understanding.	0.0 No evidence.
• Fragments		4.0 No fragments	3.0 Sentence fragments are minimal and do not interfere with presentation and understanding.	2.0 Fragments are present and somewhat interfere with the reader's understanding.	1.0 Many fragments interfere with the reader's understanding.	0.0 No evidence.
• Agreement errors		4.0 No agreement errors.	3.0 Agreement errors are minimal and do not interfere with presentation and understanding.	2.0 Agreement errors are present and somewhat interfere with the reader's understanding.	1.0 Many agreement errors interfere with the reader's understanding.	0.0 No evidence.
Does the writing reveal a clear thesis, topic sentences, and credible development as evidenced by:		Description of Performance Criteria: Present information with clarity, coherence and effectiveness through writing.				
• Facts and data		4.0 Writing includes sufficient quantity and a strong quality of facts and data to credibly support and match thesis and topic sentences.	3.0 Writing includes sufficient quantity and quality of facts and data to credibly support and match thesis and topic sentences.	2.0 Writing includes weak facts and data. They don't support the writing.	1.0 Insufficient use of facts and data. Missing information.	0.0 No evidence.
• Details and examples		4.0 Writing includes strong and sufficient details and examples; fully developed.	3.0 Writing includes sound and sufficient details and examples; fully developed.	2.0 Writing includes few details and examples. They don't strongly support the main idea(s). Some of the details and examples aren't relevant.	1.0 Incomplete. Lacks details. Examples are weak or not included and those that are included don't support the writing.	0.0 No evidence.
• Reasons		4.0 Writing includes strong and logical reasons which fully support the main idea(s).	3.0 Writing includes logical reasons which fully support the main idea(s). Not all of them are strong, but they are relevant.	2.0 Writing includes reasons, but they are weak and don't support the main idea(s).	1.0 Reasons are weak and illogical or there are no reasons included in writing. Lack of support.	0.0 No evidence.
• Correct citations		4.0 Correct citations are integrated with writing. Uses many strong sources.	3.0 Correct citations are integrated with writing.	2.0 Errors in some citations. Some information missing. Not appropriately integrated.	1.0 Errors in citations. Missing information or not enough citations used.	0.0 No evidence.

Classroom Level Rubric: Communication Skills (continued)



Writing Rubric

Observable Criteria 4.0 Scale

Does the writing demonstrate appropriate preparation, organization, and completion by including:

Description of Performance Criteria: Present information with clarity, coherence and effectiveness through writing.

- Engaging introduction

4.0	3.0	2.0	1.0	0.0
The writing establishes a clear focus on topic and thesis statement which is smoothly linked by transitions. The writing sample stays completely focused and gains reader's attention.	The writing establishes a clear focus on topic and thesis statement which is smoothly linked by transitions. Some unnecessary information provided.	The writing does not establish a clear focus from the beginning. Although the purpose is present, it is difficult to understand. Paper is not engaging; very ordinary.	The purpose is confusing. Thesis unclear or not present.	No evidence.

- Unified body paragraphs

4.0	3.0	2.0	1.0	0.0
The paragraphs are well organized, cohesive whole, and support the thesis.	The paragraphs are well organized and support the thesis.	The paragraphs are not well organized, but the reader is able to understand the author's meaning.	The paragraphs are not organized in a logical way. Unclear and difficult to follow.	No evidence.

- Purposeful conclusion

4.0	3.0	2.0	1.0	0.0
The writing includes a strong sense of closure, reinforcing key information.	The writing includes a strong sense of closure, reinforcing key information.	Weak conclusion which does not reinforce points/reasons.	A conclusion is either missing or is not relevant to the meaning of the paper.	No evidence.