



UNITED STATES UNIVERSITY

KNOWLEDGE IS EMPOWERMENT

Written Communication Rubric [Preliminary]

A person who is competent in written communication is able to clearly communicate, organize, and deliver ideas and information in written format.

Criteria	0 Not Attempted	1 Attempted but in a simplistic or incomplete way	2 Achieved	3 Achieved in a comprehensive way
Central Message: Written	Central message is not identifiable.	Central message can be deduced, but is not explicitly stated in the work. Topic is clear.	Central message is clearly articulated (more than an announcement of the topic) and provides direction for the work.	Central message articulates the paper's intention to explore the complexities/challenges of the topic and provides direction for the work.
Organization: Written Organizational pattern based on formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields	Organization is not clear at any level. Transitioning between ideas may be absent or illogical.	Work is organized with basic introduction, body, and concluding sections. Transitioning between ideas may be absent or awkward.	Work is organized with well-constructed introduction, body, and concluding sections. Ideas clearly transition from one to the next.	Work is organized with well-designed introduction, body, and conclusion sections. Ideas flow from one to the next, demonstrating an understanding of how they relate to one another.
Supporting Content explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities	Insufficient supporting materials. Fails to establish the writer's credibility/ authority on the topic.	Appropriate supporting materials are referenced but insufficiently integrated or analyzed. Partially establishes the writer's credibility/authority on the topic.	Appropriate supporting materials are referenced, analyzed, and generally integrated into the work. Establishes the writer's credibility/authority on the topic.	A variety of types of compelling supporting materials are referenced to significantly support the work and establish the writer's credibility/authority on the topic.
Delivery: Written Spelling and grammar	Spelling and grammar errors affect comprehension.	Some errors in grammar and spelling but no interference with comprehension.	Few grammatical or spelling errors. Sentence structure is varied as	Grammatically correct with virtually no misspellings. Sentence structure is varied and

		Sentence structure is correct.	appropriate to discipline.	demonstrates command of coordination and subordination.
Context and Genre Includes considerations of audience, purpose, and circumstances surrounding the writing task	Demonstrates minimal attention to context, audience, and purpose.	Demonstrates awareness of context, audience, and purpose.	Demonstrates adequate consideration of context, audience, and purpose.	Demonstrates a thorough understanding of context, audience, and purpose.