Written Communication Rubric

WSU Tech is committed to educating students in preparation for performing in the 21stcentury workforce. As such, all general education disciplines and technical programs utilize the standard rubric for the assessment of written communication skills to measure performance in four areas: meaning and development, organization, and convention. WSU Tech recognizes the importance of fostering excellent communication skills in our students, and why faculty seek authentic, relevant opportunities to integrate written communication tasks into their program curricula. A score of 80% or better is considered proficient.

Criteria	Exemplary	Proficient	Emerging	Limited
Meaning & Development	The student clearly and concisely communicates the main idea with relevant, telling, and quality details that focus on important information beyond the obvious or predictable.	The student effectively develops a point of view, demonstrates competent critical thinking, and provides enough supporting details to accomplish the paper's purpose.	The student appropriately develops a point of view, provides some evidence, and demonstrates some critical thinking with inconsistent or inadequate examples, reasons, & other evidence of support.	The student's point of view is lacking and/or inappropriate with little or no evidence—weak critical thinking with insufficient examples, reasons, or other proof of support.
Organization	The student's introduction is inviting, states the main topic and previews the structure of the paper. Logical, supporting details keeps the interest of the reader.	The student's thoughts are structured and organized, exhibiting coherence and progression of ideas. A thesis is presented and suggests a plan of development which is mostly carried out.	The student's thoughts are mostly structured but with limited organization and focus. May demonstrate some lapses in coherence or progression of ideas; generally neither sufficient nor clear enough to be convincing.	The student's writing lacks structure, is disorganized, and/or unfocused—severe problems with coherence and progression of ideas; weak or non-existent.
Language	The student includes well-constructed sentences that vary in structure. All sentences are clear and have an obvious emphasis; they sound natural and are easy-on-the-ear when read aloud.	The student demonstrates proficient, competent use of language and sometimes varies sentence structure avoids shorthand or text speak entirely. Writing is generally focused.	The student demonstrates an adequate, developing facility in language use. Sometimes uses weak vocabulary or inappropriate usage or word choice. Shorthand or text speak is used sometimes. Sentence structure tends to be repetitive.	The student displays frequent, and fundamental errors in vocabulary. Shorthand or text speak is used throughout. Sentences may be simplistic and disjointed.
Conventions	The student makes no grammar, spelling, or punctuation errors, so the paper is free from distraction and easy to read.	The student makes a few grammar, spelling, and/or punctuation errors, but the paper is still easy to read.	The student makes a few distracting errors in grammar, spelling, and/or punctuation that somewhat interfere with the flow.	The student makes several grammar, spelling, and/or punctuation errors that greatly interrupt the flow and distract the reader from the content.