

Written Communication Outcome Rubric

Criteria	Advanced 4	Proficient 3	Developing 2	Beginning 1
<b>Content: Idea of content is how well the student develops the basic idea(s) of the essay.</b> Need quotes to show detail. Must respond to assignment. Must meet page length requirement.	Interesting, thoughtful, and worth reading; provides a wealth of supporting material, smoothly integrated into the text.	Above average; satisfactory depth of development; supporting details are specific, concrete, and plentiful.	Supporting material may be general and abstract rather than specific and concrete.	Very few if any supporting details for the thesis and topic sentences; may retell story with no analysis.
<b>Organization/Structure: Repetition of points or ideas.</b>	Material is unified, well developed, and tightly focused; organization is clear, logical and purposeful throughout the essay; the different parts of the paper “hang together” and are clearly connected to each other and to the overall purpose.	Clear, logical, well developed, and coherent; clear connections between paragraphs and ideas.	Not consistently clear, logical, well developed, cohesive, and coherent	Not logically organized; no clear organizational thesis/topic-driven pattern.
<b>Style: Word usage, repetition of words. MLA use.</b>	Richly varied sentence structure and language; text is fluid, polished, balanced, graceful, and energetic; tone is evident and maintained throughout.	Clear and confident language use; varied sentence structure; smooth and logical transitions; “voice” is apparent.	States ideas clearly, but sentence patterns may be simplistic, overly repetitive, and/or lacking transition	Vocabulary is awkward, incorrect, overly casual, or colloquial. Sentences lack clarity and grace; little variety in sentence patterns
<b>Mechanics: Preposition use. Subject-verb agreement. Use of quotations.</b>	Displays a mastery of punctuation and conventional written English; virtually free of mechanical errors.	Displays control of punctuation and conventional written English; mechanical errors do not significantly distract from the paper’s purpose.	Mechanical errors do distract from the paper’s purpose.	Lacks control of punctuation and conventional English.

Notes:

## **Rubric Development Process**

The Written Communication Rubric was developed collaboratively by the Assessment Committee and English Department in Spring 2008. It was revised several times (2008, 2011, and 2014) after faculty used it to evaluate student written work. In Spring 2017, the rubric was translated into the LACE rubric format.