**RUBRIC FOR WRITTEN COMMUNICATION**

***Definition*: Students should be able to communicate effectively through written word for a wide variety of purposes and audiences.**

 ***Assessment*: Learning outcomes are best evaluated through a single instrument or essay exam questions. Written assignments may be short, timed responses or longer, multiple-paged research papers. 12-15 pages. Double-Spaced.**

 **Written Communications**

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| --- | --- | --- | --- | --- |
|  | Exemplary (3.00) | Acceptable (2.00) | Unacceptable (1.00) | Score |
| Paragraphs | Paragraphs are consistently and effectively used | Adequate use of paragraphs | Paragraph usage is disorganized |  0 |
| Mechanical Errors | No significant mechanical errors (e,g., spelling pluralization, punctuation) proper use of words. | Mechanical errors present, but the meaning is clear | Mechanical errors present, but the meaning is unclear |  0 |
| Vocabulary  | Appropriate vocabulary used | Adequate Vocabulary | Poor Vocabulary |  0  |
| Sentence Structure | Sound and sentence structure | Somewhat haphazard sentence structure | Poor Sentence structure |  0 |
| Range of material | Range of material which is relevant, interesting, and thoughtfully presented | Range of material which may include some irrelevance or digression is presented | Range of material which lacks depth or relevance is presented |  0 |
| Perception/Original Thought | Clear evidence of perception/original thought and/or opinion | Solid information offered, perhaps lacking perception/originality | No perception/originality of thought and /or opinion |  0 |
| Coherent Arguments | Coherent arguments demonstrating balance, sensitivity and awareness | An attempt to construct an argument | A lack of a coherent argument |  0 |
| Illustrations | Illustrations are well structured | Some relevant illustrations, the views expressed and the conclusion may be simplistic of lack balance | Lack of relevant illustrations |  0 |
| Total |  |  |  |  |