WRITTEN COMMUNICATIONS ASSESSMENT RUBRIC

#### OVERALL EVALUATION

**\_\_\_\_\_\_\_ Accomplished**

## **\_\_\_\_\_\_\_ Competent**

**\_\_\_\_\_\_\_ Not Competent**

# Student’s Z #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program: MAC or MTAX (circle one)**

**EVALUATOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Circle the appropriate level of accomplishment and make notations as appropriate.**

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| CONTENT | **ORGANIZATION, RHETORICAL**AND LOGICAL DEVELOPMENT | **ORGANIZATION** SENTENCE STRUCTURE |
| **Accomplished:** | **Accomplished:** | **Accomplished:** |
| A significant central idea clearly defined, and supported with concrete, substantial, and consistently relevant detail, appropriate to the reader’s background. | Theme planned so that it progresses by clearly ordered and necessary stages, and developed with consistent attention to logic, proportion and emphasis; paragraphs coherent, unified and effectively developed; transitions between and within paragraphs explicit and effective. | Sentences skillfully constructed (unified coherent, forceful, effectively varied). |
| **Competent:**  Central idea apparent but trivial, or trite, or too general; supported with concrete detail, but detail that is occasionally repetitious, irrelevant, sketchy or inappropriate to the reader’s background. | **Competent:**  Plan and method of theme apparent, but not consistently fulfilled; developed with occasional disproportion, inappropriate emphasis, or questionable logic; paragraphs unified, coherent, usually effective in their development; transitions between paragraphs and within paragraphs clear but abrupt, mechanical or monotonous. | **Competent:**  Sentences correctly constructed but lacking distinction, occasionally wordy, or passive. |
| **Not Competent:**  Central idea lacking, or confused, or unsupported with concrete and relevant detail appropriate to the reader’s background. | **Focus Area:**  Plan or purpose of theme not apparent or illogical; underdeveloped with irrelevance, redundancy, or inconsistency; paragraphs incoherent, not unified, or underdeveloped; transitions between and within paragraphs unclear or ineffective. | **Focus Area:**  Sentences are overburdened with unnecessary clauses, phrases, words. Sentences lack variety, are excessively passive. |

**Comments:**

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| WORD CHOICE | TONE | **GRAMMAR/PUNCTUATION** **SPELLING** | FORMAT |
| **Accomplished:** | **Accomplished:** | **Accomplished:** | **Accomplished:** |
| Is distinctive: fresh, precise, economical, and nonbiased. | Promotes human relations by using positive words and sentences, appealing to the audience, and enhancing the writer’s image. | Conforms to standards of grammar, punctuation, and spelling throughout the communication. | Follows contextual conventions; is attractive and consistent; highlights important ideas. Conforms precisely to APA style requirements |
| **Competent:** | **Competent:** | **Competent:** | **Competent:** |
| Is appropriate: clear and idiomatic. | Does not call attention to itself. | Deviates only occasionally from standard grammar, punctuation, and spelling. | Follows academic or business conventions; is clear. Generally conforms to APA style requirements. |
| **Not Competent:** | **Not Competent:** | **Not Competent:** | **Not Competent:** |
| Is inappropriate: vague, unidiomatic, substandard, inflated, biased jargonistic; overly technical. | Impedes human relations by being impolite, defensive, overbearing, placating, or subservient. | Deviates from standard grammar, punctuation, and spelling throughout the communication. | Does not follow academic or business conventions; is illegible, distracting, or unattractive. Does not conform to APA style requirements. |

**Comments:**