Written Communication, Analytic Scoring Rubric

Name _______________________________________     Course: _________________________________   Date: _______________

Total Score: _______________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Inadequate 1</th>
<th>Developing Competence 2</th>
<th>Competent 3</th>
<th>Advanced 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style and Format</td>
<td>● Paper lacks a style and/or format.</td>
<td>● Paper lacks consistency of style and/or format.</td>
<td>● Style and format are consistent throughout.</td>
<td>Meets the criteria for a “3,” plus;</td>
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<tr>
<td></td>
<td>● Fails to demonstrate thoroughness and competence in citing sources.</td>
<td>● Unclear which references are direct quotes and which are paraphrased.</td>
<td>● Demonstrates thoroughness and competence in documenting sources.</td>
<td>● Models the language and conventions used in related professional literature.</td>
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<td></td>
<td>● Reader cannot refer back to cited sources.</td>
<td>● Reader will have difficulty referring back to cited sources.</td>
<td>● Reader will have little difficulty referring back to cited sources.</td>
<td>● Meets the guidelines for a professional publication.</td>
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<tr>
<td></td>
<td>● Lack of appropriate style and format make reading and comprehensibility problematic.</td>
<td>● Significant revisions will contribute to the comprehensibility of the paper.</td>
<td>● Style and format contribute to the comprehensibility of the paper.</td>
<td></td>
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</tbody>
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| Mechanics | • Numerous errors in spelling, grammar (tense, subject/verb agreements), and/or sentence structure.  
• Errors make following the writer’s logic difficult or impossible.  
• Writing does not flow smoothly from point to point; lacks appropriate transitions.  
• Organizational structures, such as subheadings, are not present or not used effectively. | • Frequent errors in spelling, grammar sentence structure and/or other writing conventions.  
• Errors interfere with comprehensibility.  
• Writing does not flow smoothly from point to point; lacks appropriate transitions or transitions are inadequate.  
• Organizational structures may or may not be present and/or used effectively. | • Minimal errors in spelling, grammar sentence structure and/or other writing conventions.  
• Errors do not interfere with comprehensibility.  
• Transitions are appropriate.  
• Organizational structures are used effectively. | Meets the criteria for a “3,” plus;  
• Essentially error free.  
• Transitions help establish and advance a sound scholarly argument and aid the reader in following the writer’s logic.  
• Skillful use of organizational structures. |
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| Content  | • Analysis of existing scholarly/professional literature on the topic is absent or inadequate.  
• Summary of related literature is inadequate.  
• Content is poorly focused and lacks organization.  
• Scholarly argument is poorly conceived.  
• Reader is left with little new information about or understanding of the topic.  
• Some analysis is present, but major ideas related to the content are absent or inadequately explored.  
• Does an adequate job summarizing related literature.  
• Content is poorly focused, but an attempt at organization if evident.  
• Scholarly argument is weak.  
• Overall, the content needs significant revision to represent a critical analysis of the topic.  
• Follows all requirements for the paper.  
• Analysis is present; major points related to the content are adequately explored.  
• Does an adequate job summarizing related literature.  
• Content is carefully focused.  
• Scholarly argument is clearly outlined.  
• Meets the criteria for a “3,” plus;  
• Is interesting and holds the reader’s attention.  
• Raises important issues or ideas that may not have been represented in the literature cited.  
• Would serve as a good basis for further research on the topic. |