

Written Communication Skills Assessment Rubric

To be used to assess the writing competence exhibited by senior undergraduate students on a significant writing assignment (within their major).

Student's Name: _____ Year in School: _____

Major Department: _____ Date: _____

	<i>Unsatisfactory</i> 1	<i>Satisfactory</i> 2	<i>Exceptional</i> 3
Voice			
Detail			
Structure			
Usage			
Audience			
Focus			

Voice

3 – *Exceptional*:

The writing is clear, distinct and engaging such that the reader can easily discern that an individual writer has composed the piece. Word choice, style and tone are well-matched to the given audience and rhetorical contexts.

2 – *Satisfactory*:

The writing is fairly clear, but lacks distinctness and authority to engage the reader. Word choice, style and tone are appropriate, but could be better matched to the given audience and rhetorical contexts

1 – *Unsatisfactory*:

The writing sounds anonymous, and neither reflects a distinct writer nor demonstrates an awareness of appropriate word choice, style and tone for the given audience.

Detail

3 – *Exceptional*:

The detail is rich in specific examples or description, is deliberately chosen, offers support for claims, and includes information relevant to the given audience

2 – *Satisfactory*:

The writing might provide some specific examples and descriptions and some support for claims, but not enough to give the impression of complete thoroughness. Or, it may provide ample detail/examples, but the details/examples are not deliberately selected. The information provided tends to be general rather than well-matched to the given audience.

1 – *Unsatisfactory*:

The writing offers general statements without adequate evidence, examples, or description.

Structure

3 – *Exceptional*:

The writing is organized in a way that helps the reader understand how the various elements of the piece build on one another and fit together as a coherent whole. There is evidence that the framing device has been deliberately chosen and employed.

2 – *Satisfactory*:

The writing is organized well enough to make the piece readable, but does not offer a coherent guide through the piece.

1 – *Unsatisfactory*:

The structure is difficult for the reader to follow. Connections among points or elements of the piece are not easily discernable.

Usage

3 – *Exceptional*:

The writing has virtually no usage errors or awkward phrases.

2 – *Satisfactory*:

The writing may have a few errors and/or awkward phrases, but not enough to impede the reading of the paper.

1 – *Unsatisfactory*:

The writing has many usage errors, which make reading the paper difficult.

Audience

3 – *Exceptional*:

The writing is well-matched to its readers' needs and interests. The writer offers information, uses language, and creates a tone that effectively engages readers.

2 – *Satisfactory*:

The writing demonstrates some awareness of its readers' needs and interests, but its information, language, and tone could be better tailored to its audience.

1 – *Unsatisfactory*:

The writing uses information, language and tone that is general and vague, seeming to engage no particular group of readers.

Focus

3 – *Exceptional*:

The writing offers a clear (though not necessarily directly stated) sense of why the project matters, what it aims to accomplish, and for whom. The writer provides depth, insight, and/or detail. As a result, the piece offers a fresh perspective and/or makes a specific contribution to the given subject matter.

2 – *Satisfactory*:

The writing offers an adequate sense of why the piece is important, what it aims to accomplish, and for whom. While the focus of the piece is not unwieldy, it could be better harnessed to allow for more depth, insight and/or detail.

1 – *Unsatisfactory*:

The writing does not give the reader a sense of why the piece matters, what it aims to do, or for whom. The focus may be too broad to allow for depth.