**Written Communication Rubric** – Informal Proposal

|  |  |  |  |
| --- | --- | --- | --- |
| **Trait** | **Proficient** | **Acceptable** | **Unacceptable** |
| **Writing Mechanics** | * No errors in grammar, punctuation, or spelling.
* Consistently writes well-constructed sentences with varied structure and length.
* Uses varied and advanced vocabulary that effectively communicates ideas.
 | * Only minor errors in grammar, punctuation, and spelling with typically only 1 or 2 errors per pages.
* Writes sentences that read naturally but tend to have similar structure and length.
* Uses vocabulary that communicates ideas adequately but lacks variety
 | * Repeated errors in grammar, punctuation, and spelling. Requires significant proofreading and edits.
* Writes sentences that are repetitive or incomplete, and some are difficult to understand.
* Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear.
 |
| **Professional** | * Message is very professional.
* Message demonstrates courtesy (tactful, follows standards of business etiquette); care (error-free, careful attention to detail); and conventionality (fully meets professional standards for message type or demonstrates high-quality creativity).
* Document appearance is professional and all report parts are included and formatted correctly: memo heading included and tabbed, proper margins, paper is spaced correctly, page numbers included but not on cover page
 | * Message is mostly professional.
* Message may have minor issues with courtesy (using too casual of a tone); care (some inattention to detail); or conventionality (not fully meeting professional standards for message type).
* Document appearance is acceptable and most report parts are included and formatted correctly: memo heading, proper margins, paper is properly spaced, page numbers included
 | * Message is unprofessional.
* Message has significant issues with courtesy (tone is offensive, violates standards of business etiquette); care (sloppy, careless, filled with errors that detract from credibility); and/or conventionality (not conforming to professional or classroom standards).
* Document appearance is not professional, several parts missing and/or errors in placement.
 |
| **Organization,** **Visual Aids, & Formatting** | * Paper is very easy to read, with a clear and logical structure and flow of analysis and smooth transitions between sections and ideas.
* Uses attractive and creative formatting of tables, graphs, and figures.
* Follows all assignment guidelines. Meets word count/page requirements.
 | * Paper contains all required sections, has a logical flow, and generally smooth transitions between sections and ideas.
* Acceptable formatting for tables, graphs, and figures.
* Follows assignment guidelines. Meets word count/page requirements.
 | * Paper is poorly organized, does not flow well, and lacks smooth transitions between ideas.
* Inappropriate formatting for tables, graphs, and figures.
* Failed to follow the assignment guidelines. Over or under word count/page requirements.
 |
| **Content, Evidence, & Analysis** | * Topic/problem is clear and well defined.
* Extensive depth of analysis and use of evidence is excellent.
* All claims are clearly supported by highly-relevant, high-quality evidence.
* Evidence is presented skillfully and accurately.
* Citations and/or analysis description establish credibility of evidence, including appropriateness/timeliness of sources.
 | * Clear topic/problem.
* Adequate depth of analysis and use of evidence is good.
* Most claims are supported by relevant evidence.
* Evidence is presented accurately, even if inefficiently.
* Citations credit original sources.
 | * Topic/problem is not clearly identified.
* Limited depth of analysis and use of evidence is problematic.
* Little or no evidence is provided to support claims, evidence is dubious, or is presented deceptively or with significant inaccuracies.
* Citations and/or analysis description are missing.
 |
| **Assignment-specific Criteria** |  |  |  |