**Written Communication Rubric** – Informal Proposal

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| **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** |  |  |  |