

Written Communication Grading Rubric

Weight %	Category	'1-2 Multiply by Weight %	'3-4 Multiply by Weight %	'5-6 Multiply by Weight %	'7-8 Multiply by Weight %	'9-10 Multiply by Weight %	Score
30	Purpose/ Content (K)	Paper has no purpose. No hypothesis/thesis is evident. Paragraphs do not support purpose throughout paper.	Purpose is weak or unclear in four or more paragraphs. Paragraphs do not support purpose in 75% or more of paper. Thesis/hypothesis fails to assert idea.	Purpose is fairly clear but lost in two or more paragraphs. Support for purpose is unrelated in at least two or three paragraphs or 50% of paper. Thesis/hypothesis needs refinement.	Purpose is evident in all but one paragraph. Content provides decent argument for purpose in at least 75% of paper. Mostly clear thesis/hypothesis.	Purpose is apparent throughout entire paper. Content provides strong arguments definitively throughout paper. Strong thesis/hypothesis.	
25	Organization (S)	No logical arrangement of ideas. No organization or form. No transitions.	Ideas seem to be randomly arranged. No effort at paragraph organization. Very few transitions exist.	The essay is a slightly difficult to follow, at least one or two paragraphs are incoherent and out of order. Transitions are missing in at least two or more paragraphs or are not clear.	The essay is mostly well organized. One idea may seem out of place. The majority of paragraphs have strong forms. Clear transitions exist between and in most paragraphs.	The essay is very well organized. Paragraphs placement makes sense. One idea or scene follows another in a logical sequence with clear transitions throughout the essay.	
25	Ideas, Support & Development (A)	Clear absence of support for main points. No direct claims. No examples, detailed explanations or analogies to support claims.	Lack of clear support for claims and or mostly indirect claim in at least 75% of paper. Few if any examples or analogies to support idea.	Some claims are indirect and only supported and/or support isn't sufficient or specific in 50% of paper. Sporadic use of details, examples, and analogies.	Claims supported sufficiently support is sound, valid, and logical in at least 75 % of paper. Mostly uses evidence, examples, and analogies.	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; claims are sufficiently supported, valid, and specific.	
10	Quality/ Employment of References (K)	Resources are not cited. Resources are not verifiable. Resources are not used.	More than six statements are not attributed or at least three resources are from illegitimate sources.	Has less than six but more than three unattributed statements or at least two unreliable resources.	Has two or three unattributed statements or one unreliable source.	Has less than two unattributed statements and uses legitimate sources.	
05	Language/Vocab ulary (A)	Minimal or no use of accurate vocabulary. Cliché/Colloquial language throughout. Language is not appropriate for academic works.	Sporadic or overused vocabulary in five or more instances.. Cliché/Colloquial language in 75% of paper.	Overused and sometimes inappropriate vocabulary in four or less examples. Cliché/Colloquial language in 50% of paper.	Varied vocabulary with only three or less instances or inaccurate terminology. Cliché/Colloquial language in 25% of paper.	Strong and accurate use of vocabulary in entire essay. Language is appropriate for academic works.	
05	Mechanics/APA (K)	The essay has ten or more APA errors.	The essay has more than five (but less than ten) APA errors.	The essay has four or five APA errors.	The essay has two or three APA errors	The essay has one or no spelling, punctuation, capitalization, grammar, or APA errors.	
Total							