

Written Communication Rubric

Name: _____

Date: _____



Skill Score

| | Advanced 4 | Proficient 3 | Needs Improvement 2 | Inadequate 1 | Score |
|---------------------------------|---|--|--|---|--------------------|
| Ideas/Topic development | -Ideas directly address the purpose of the writing. -Ideas demonstrate topic mastery - Ideas are thoroughly developed offering valid reasoning and critical thought. | -Ideas mostly address the purpose of the writing. -Ideas demonstrate understanding of the topic - Ideas are adequately developed offering some valid reasoning and critical thought. | -Ideas rarely address the purpose of the writing. -Ideas demonstrate little understanding of the topic - Ideas are sometimes developed offering little valid reasoning and critical thought. | -Ideas rarely address the purpose of the writing. -Ideas demonstrate multiple misconceptions of the topic. - Ideas are rarely developed offering neither valid reasoning nor critical thought. | |
| Evidence | - Ample supporting evidence is provided. -Evidence is convincing. -Evidence is seamlessly integrated and presented in the appropriate format | - Supporting evidence is provided. -Evidence is mostly convincing. -Evidence is integrated and presented in appropriate format | - Supporting evidence is sometimes provided. -Evidence is usually not convincing. -Evidence is awkwardly integrated or not presented in the appropriate format | - Supporting evidence is rarely provided. -Evidence is not integrated or not presented in the appropriate format. | |
| Organization | -All ideas are organized in an appropriate and logical manner. -Organization enhances the topic development -Transitions are consistently used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | -Most ideas are organized in an appropriate and logical manner. -Organization develops the topic. -Transitions are usually used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | -Ideas are disorganized. -The lack of organization detracts from the topic development. -Transitions are sometimes used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | -No organization is evident. -The lack of organization inhibits topic development. -Transitions are never used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | |
| Fluency | -Written response employs appropriate use of voice and English conventions. - Subject appropriate vocabulary aids fluency | -Written response almost always employs appropriate use of voice and English conventions. - Subject appropriate vocabulary is present | -Written response usually employs appropriate use of voice and English conventions. | -The consistent inappropriate use of voice and English conventions detracted from the work as a whole. | |
| Skill Proficiency Rating | 16-14 | 13-10 | 9-6 | 5-0 | Total score |

A score of proficient or better meets the WHS written communication learning expectation. Revised 6/7/2012

Assignment Score

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Skill Proficiency Rating:

Total Score: