

Oakland Community College
Communicate Effectively – Writing Evaluation Rubric

Effective Communication: Graduates can demonstrate and apply skills for effective written and oral (including non-verbal) communication.

A. Demonstrated understanding of audience, purpose, and assigned task evident and illustrated by effective focus and thesis.						
Behavior Emerging		Behavior Developing		Behavior Present		
Focus clearly too broad or narrow; thesis unclear or altogether missing; many elements illustrate poor sense of audience and purpose..		Topic choice appropriate; focus somewhat broad or narrow; thesis descriptive or analytical but somewhat lacking in clarity. Aspects of writing imply or demonstrate some understanding of audience and purpose appropriate to profession or discipline.		Clearly focused topic and fully realized thesis; writing is engaging and demonstrates clear understanding of audience and purpose appropriate to discipline or profession.		
0	1	2	3	4	5	NA

B. Content Effectively Developed						
Behavior Emerging		Behavior Developing		Behavior Present		
Reader left with many questions. Relevance of support, insight, and/or analysis clearly lacking; Shallow, repetitive, and/or inaccurate.		Depth leaves reader with some questions about thesis, individual assertions, analysis, relevance of content, or choice of sources.		Competent to convincing depth supports thesis; insight and analytical thinking evident; relationship between thesis, assertions and evidence competently explored.		
0	1	2	3	4	5	NA

C. Whole Piece Clearly Organized						
Behavior Emerging		Behavior Developing		Behavior Present		
Overall coherence lacking. Necessary elements missing or poorly devised; paragraphing disorganized, repetitive.		All necessary elements present; effectiveness somewhat compromised by mechanical nature or choices. Minor problems possible with paragraph unity, coherence, or transition.		Introduction and conclusion fulfill important purposes; paragraph organization contributes to clarity; topic sentences, transitional devices used when needed.		
0	1	2	3	4	5	NA

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D. Proofreading for Grammar, Mechanics, Usage						
Behavior Emerging		Behavior Developing		Behavior Present		
Multiple errors not only distract readers but impede understanding of content.		Clear patterns of error are noticeable or some error occurs on each page but is only mildly distracting and does not impede understanding of content.		Any error is infrequent, relatively minor and doesn't interfere with successful presentation of content.		
0	1	2	3	4	5	NA

E. Style and Presentation						
Behavior Emerging		Behavior Developing		Behavior Present		
Word choices clearly inappropriate to task (too informal, inaccurately uses vocabulary or discipline terms) Short choppy sentences don't indicate relationships between ideas. Writer pays little or no attention to visual presentation or cues (margins, paragraph indentation, spacing, title). Visual aids, if present, are decorative only and not clearly connected to text.		Word choice and sentence structure not always most effective but writer doesn't make obvious poor choices or use words inappropriately. Voice might lapse into conversational language too informal for audience and purpose. Visual cues present. Visual aids if used may be both informative and decorative and sometimes enhance the text.		Word choice reflects varied vocabulary and ability to match choices to audience and purpose. If appropriate to task, writer can affect a more formal, third person voice. Sentences often connected to show relationships like contrast and cause effect. Visual cues present and visual aids, if used, are informative and enhance the text.		
0	1	2	3	4	5	NA

F. Incorporation of Source Material (when use of sources assigned or writer chooses to support with material from outside personal experience)						
Behavior Emerging		Behavior Developing		Behavior Present		
Problems abound in use of source material; plagiarism obvious or suspected; documentation system (MLA, APA) frequently misused.		Source material used adequately and accurately; relatively minor errors in use of documentation system.		Source material incorporated logically (4) and insightfully (5); Sources accurately documented; Documentation system mastered or used with very minor errors in punctuation or mechanics.		
0	1	2	3	4	5	NA