

**Oakland Community College  
Communicate Effectively-Writing**

**Effective Communication: Graduates can demonstrate and apply skills for effective written communication.**

<b>A. Demonstrated understanding of audience, purpose, and assigned task evident and illustrated by effective focus and thesis.</b>						
<b>Behavior Emerging</b>		<b>Behavior Developing</b>		<b>Behavior Present</b>		
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.		
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

<b>B. Content Effectively Developed</b>						
<b>Behavior Emerging</b>		<b>Behavior Developing</b>		<b>Behavior Present</b>		
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 resources.		Competent to convincing depth supports thesis; insight and analytical thinking evident; relationship between thesis, assertions and evidence competently explored.		
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

<b>C. Whole Piece Clearly Organized</b>						
<b>Behavior Emerging</b>		<b>Behavior Developing</b>		<b>Behavior Present</b>		
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.		
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>



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<b>D. Proofreading for Grammar, Mechanics, Usage</b>						
<b>Behavior Emerging</b>		<b>Behavior Developing</b>		<b>Behavior Present</b>		
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.		
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

<b>E. Style and Presentation</b>						
<b>Behavior Emerging</b>		<b>Behavior Developing</b>		<b>Behavior Present</b>		
Style is minimally effective. Some inappropriate choices given audience and purpose.		Style is generally effective given audience and purpose.		Stylistic choices enhance the writing and are well suited to audience and purpose.		
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>

<b>F. Incorporation of Source Material (when use of sources assigned or writer chooses to support with material from outside personal experience)</b>						
<b>Behavior Emerging</b>		<b>Behavior Developing</b>		<b>Behavior Present</b>		
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 locally (4) and insightfully (5); sources accurately documented; documentation system mastered or used with very minor errors in punctuation or mechanics.		
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>



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