

# Written Communication Rubric

Evaluation Criteria	Mastery	Proficient	Developing	Introductory
<b>Context and Purpose</b>	Demonstrates thorough consideration for the context, audience, genre, and purpose of the assigned task(s).	Demonstrates adequate consideration for the context, audience, genre, and purpose of the assigned task(s).	Demonstrates inconsistent consideration for the context, audience, genre, and purpose of the assigned task(s).	Demonstrates minimal consideration for the context, audience, genre, and purpose of the assigned task(s).
<b>Organization</b>	Organization of key ideas fully supports the thesis/purpose of the written work (introduction, body and conclusion).	Organization of key ideas supports the thesis/purpose of the written work (introduction, body and conclusion), however there is a disproportional emphasis from one idea to another.	Organization of key ideas partially supports the thesis/purpose of the written work (introduction, body and conclusion) and there is a disproportional emphasis from one idea to another.	Organization of key ideas does not support the thesis/purpose (introduction, body and conclusion) and ideas may be random.
<b>Grammar and Mechanics/Language</b>	Writing is nearly error free.	Writing contains a few errors, which do not impede overall understanding.	Writing may include errors, which confuse the reader but do not impede overall understanding.	Writing contains many errors, which impedes overall understanding.
<b>Idea Development</b>	Development of ideas is logical with sophisticated transitions.	Development of ideas could use improvement and transitions are mostly appropriate.	Development of ideas is random and transitions are sequential (such as first, second, third, etc.) rather than sophisticated/ logic based.	Development of ideas is not aligned to the task, random and lacks transitions.