

JOHN PAUL THE GREAT CATHOLIC UNIVERSITY
COMMUNICATION FLUENCY – WRITTEN COMMUNICATION RUBRIC

Definition

Categories	Needs Improvement (poor) 1	Developing (low satisfactory) 2	Proficient (high satisfactory) 3	Outstanding (exceeds expectations) 4	Score
Quality of Information	<ul style="list-style-type: none"> • Assignment is not objective and/or poorly addresses the issues of the proposed topic. • The audience and purpose of the assignment may not have been considered. • Information does not relate to thesis, or there is no thesis. • Links between information and topic are missing. 	<ul style="list-style-type: none"> • Assignment is mostly objective and generally addresses the issues of the proposed topic. • The audience and purpose of the assignment have been considered in most instances. • Some information relates to thesis. • Some information presented is clearly linked to the topic. 	<ul style="list-style-type: none"> • Assignment is objective and addresses the issues of the proposed topic. • The audience and purpose of the assignment have been considered. • Most information relates to thesis. • Most information presented is clearly linked to the topic. 	<ul style="list-style-type: none"> • Assignment is objective and addresses the issues of the proposed topic. • The audience and purpose of the assignment have been thoroughly considered. • All information relates to thesis. • The information is clearly and consistently linked to the topic. 	
Clarity, Accuracy, Precision, and Relevance	<ul style="list-style-type: none"> • Meaning is unclear. • Accuracy of statements is not clear. • Supporting evidence is missing. • No relevant examples. 	<ul style="list-style-type: none"> • Meaning is somewhat clear. • Some statements are accurate and free of distortion. • Supporting evidence is sometimes present. • Some relevant examples. 	<ul style="list-style-type: none"> • Meaning is clear. • Statements are accurate and free of distortion. • Supporting evidence is usually present. • Relevant examples explain most ideas. 	<ul style="list-style-type: none"> • Meaning is consistently clear. • Statements are consistently accurate and free of distortion. • Supporting evidence is present. • Relevant examples clearly illustrate ideas. 	
Depth and Breadth	<ul style="list-style-type: none"> • Significant issues are overlooked. • No presentation of alternate points of view. 	<ul style="list-style-type: none"> • Some significant issues directly related to the topic are addressed. • Limited presentation of alternate points of view. 	<ul style="list-style-type: none"> • Most significant issues directly related to the topic are addressed. • Addresses alternate points of view on the topic. 	<ul style="list-style-type: none"> • Significant issues directly related to the topic are addressed in detail. • Clearly addresses alternate points of view on the topic. 	
Logic	<ul style="list-style-type: none"> • The information is disorganized. • Headings provide limited evidence of an outline. • Ideas are not well ordered, appearing disjointed. 	<ul style="list-style-type: none"> • Information is somewhat organized. • Headings provide some evidence of an outline and flow of thought. • Ideas are somewhat sequenced in an orderly way. 	<ul style="list-style-type: none"> • Information is mostly organized. • Headings provide evidence of an outline and flow of thought. • Ideas are sequenced in an orderly way. 	<ul style="list-style-type: none"> • Information is very organized. • Headings provide evidence of a clear outline, and well-ordered flow of thought. • Ideas are consistently sequenced in an orderly way. 	
Mechanics of English	<ul style="list-style-type: none"> • Introduction and conclusion, topic sentences, and transition phrases are not used, or are executed clumsily. • The grammatical, spelling, or punctuation skills demonstrated are not at a college level. • Sentence and paragraph construction are distracting and occasionally awkward. • Interest is lost when reading. 	<ul style="list-style-type: none"> • Introduction and conclusion, topic sentences, and transition phrases are executed in a sufficient manner. • Many grammatical, spelling, and/or punctuation errors. • Sentence and paragraph construction are adequate. • Interest is sometimes lost when reading. 	<ul style="list-style-type: none"> • Introduction and conclusion, topic sentences, and transition phrases are executed in a skillful manner. • Some grammatical, spelling, and/or punctuation errors. • Sentence and paragraph construction are well done and contribute to understanding. • Interest is generally maintained throughout. 	<ul style="list-style-type: none"> • Introduction and conclusion, topic sentences, and transition phrases are executed in an exemplary manner. • Minimal grammar and punctuation errors. No spelling errors. • Sentence and paragraph construction consistently contribute to understanding. • Interest maintained throughout. 	
Requirements	<ul style="list-style-type: none"> • Student followed few instructions for the assignment. • Student followed few JPCU 	<ul style="list-style-type: none"> • Student followed some instructions for the assignment. • Student followed some JPCU 	<ul style="list-style-type: none"> • Student followed most instructions for the assignment. • Student followed most JPCU 	<ul style="list-style-type: none"> • Student followed all instructions for the assignment. • Student followed all JPCU 	

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	<p>Guidelines requirements.</p> <ul style="list-style-type: none"> • Student followed few Chicago Manual Style requirements. 	<p>Guidelines requirements.</p> <ul style="list-style-type: none"> • Student followed some Chicago Manual Style requirements. 	<p>Guidelines requirements.</p> <ul style="list-style-type: none"> • Student followed most Chicago Manual Style requirements. 	<p>Guidelines requirements.</p> <ul style="list-style-type: none"> • Student followed all Chicago Manual Style requirements. 	
References	<ul style="list-style-type: none"> • Many sources may be questionable. • Minimum number of sources not met. • Many errors in use of format for citations and references. 	<ul style="list-style-type: none"> • Some sources may be questionable. • Required number of sources used. • Some errors in use of format for citations and references. 	<ul style="list-style-type: none"> • Most sources are credible and important. • Required number of sources used. • Occasional errors in use of format for citations and references. 	<ul style="list-style-type: none"> • All sources are credible and important. • Required number of sources used. • All sources accurately cited and referenced. 	