OSU Written Communication Rubric

	1	**2**[1]	**3**	**4**[2]	**5**
Context of and Purpose for Writing	• Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g. expectation or instructor or self as audience)		• Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g. the task aligns with audience, purpose, and context).		• Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Content Development	• Topic is poorly developed • Support is only vague or general • Ideas are trite and simple		• Topic is evident • Uses appropriate and relevant content to develop and explore ideas through most of the work		• Topic/thesis is clearly stated and well developed • Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work
Organization	• Attempts to use a consistent system for basic organization and presentation • Most paragraphs are rambling and unfocused • No clear beginning and ending paragraphs		• Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation • Discernible beginning and ending paragraphs • Most paragraphs are focused		• Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices
Style and Mechanics	• Uses language that sometimes impedes meaning because of errors in usage • Repetitive words and sentence types • Inappropriate or inconsistent point of view and tone • Frequent non-standard grammar, spelling, punctuation		• Uses straightforward language that generally conveys meaning to readers • Variety in vocabulary and sentence types • Appropriate point of view and tone • Some non-standard grammar, spelling, and punctuation • Errors do not generally interfere with comprehension or writer's credibility		• Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free
Sources and Evidence	• Demonstrates an attempt to use sources to support ideas in the writing • In-text and ending documentation are generally inconsistent and incomplete • Cited information is not incorporated into the document		• Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing • In-text and ending documentation are generally clear, consistent, and complete • Cited information is somewhat incorporated into the document		• Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing • In-text and ending documentation are clear, consistent, and complete • Cited information is incorporated effectively into the document

[1]**Exhibits a mix of characteristics of '1' and '3'**
[2]**Exhibits a mix of characteristics of '3' and '5'**