

CONCORDIA UNIVERSITY IRVINE

Student Name _____ Date _____ Section _____

CUI WRITTEN COMMUNICATION RUBRIC

CRITERIA	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	NEEDS IMPROVEMENT (2)	BELOW EXPECTATIONS (1)
CONTENT --- CONTEXT	1. The paper fully meets assignment expectations. 2. The content demonstrates a complete understanding of audience, purpose, and genre. 3. The focus is clear. 4. Comprehensive relevant evidence fully supports the thesis or position. 5. Discipline-appropriate argument strategies are comprehensively employed.	1. The paper adequately meets assignment expectations. 2. The content demonstrates an adequate understanding of audience, purpose, and genre. 3. The focus is clear. 4. Adequate relevant evidence supports the thesis or position. 5. Discipline-appropriate argument strategies are usually employed.	1. The paper meets some, but not all, assignment expectations. 2. The content demonstrates a rudimentary understanding of audience, purpose, and genre. 3. The focus is not clear enough. 4. More evidence is needed to support the thesis or position. 5. More discipline-appropriate argument strategies need to be employed.	1. The paper meets few of the assignment expectations. 2. The content demonstrates very little understanding of audience, purpose, and genre. 3. The focus is unclear. 4. Evidence is rarely provided. 5. Discipline-appropriate argument strategies are rarely employed.
ORGANIZATION --- COHERENCE	6. The paper displays ideas that are always organized and logically developed, with clear and insightful connections among them. 7. An introduction and conclusion fully appropriate to the genre are present.	6. The paper displays ideas that are adequately organized and developed, with adequate connections among them. 7. An introduction and conclusion appropriate to the genre are present.	6. The paper displays ideas that are not fully organized and developed, with some but not enough connections among ideas. 7. An introduction and conclusion somewhat appropriate to the genre are present.	6. The paper displays ideas that are rarely developed and/or organized, with few connections among them. 7. The introduction and/or conclusion are not appropriate to the genre.
SOURCES --- SYNTHESIS	8. The paper fully incorporates source material appropriate to, and sufficient for, the assignment. 9. Source material is comprehensively analyzed and synthesized in support of the topic or claim, and documented using discipline-specific format.	8. The paper adequately incorporates source material appropriate to, and sufficient for, the assignment. 9. Source material is adequately analyzed and synthesized in support of the topic or claim, and usually documented using discipline-specific format.	8. The paper sometimes incorporates source material appropriate to the assignment, but source material needs more analysis and synthesis in support of the topic or claim. 9. Documentation does not always follow discipline-specific format.	8. The paper rarely incorporates source material appropriate to, and sufficient for, the assignment; source material is rarely analyzed and/or synthesized in support of the topic or claim. 9. Source material is rarely documented using discipline-specific format.
CONVENTIONS --- STANDARD WRITTEN ENGLISH (SWE)	10. The paper shows comprehensive evidence of the following: proofreading, sentence-level fluency, appropriate word choice, and conventions of Standard Written English (SWE) for spelling/punctuation/grammar.	10. The paper shows adequate evidence of the following: proofreading, sentence-level fluency, appropriate word choice, and conventions of SWE for spelling/punctuation/grammar.	10. The paper shows some, but not enough, evidence of the following: proofreading, sentence-level fluency, appropriate word choice, and conventions of SWE for spelling/punctuation/grammar.	10. The paper shows little evidence of the following: proofreading, sentence-level fluency, appropriate word choice, and conventions of SWE for spelling/punctuation/grammar.
TOTAL				