

Written Communication Assessment Sheet

Paper # _____ Scorer _____

Criteria	3: Exceeded Expectations	2: Met Expectations	1: Below Expectations	SCORE*
Thesis/Focus	(a) Clearly states purpose, focus, or thesis in the introduction. (b) The focus of the piece effectively responds to the assignment. (c) Identifies and addresses the audience appropriately. (d) Effectively engages, persuades, and/or informs the reader.	(a) Requires some effort to discern purpose, focus, or thesis. (b) The focus meets assignment objectives. (c) Makes an effort to identify and address the audience although not consistently. (d) Makes an effort to persuade, engage and/or inform the reader.	(a) Purpose, focus, or thesis is unclear. (b) The piece only marginally responds to the assignment. (c) Does not identify and address the audience or does so inappropriately. (d) makes no real effort to persuade, engage, inform.	
Support	(a) Integrates accurate, appropriate and compelling evidence. (b) Effectively demonstrates how all the evidence supports and advances claims of the thesis. (c) Incorporates and supports solutions and recommendations. (d) All sources are cited appropriately. Makes proper use of footnotes, endnotes, works cited, and/or in-text citations.	(a) Most points are supported appropriately and effectively with specific evidence. (b) Purpose of evidence is generally clear, though some points need further articulation. (c) Cites sources appropriately with only a few exceptions.	(a) Many points are unsupported(d) (b) Presents insufficient or inappropriate evidence in support of thesis and individual arguments. (c) Does not cite sources appropriately. (d) Makes little or inappropriate use of footnotes, in-text citations, etc.	
Organization	(a) Creates a logical structure that shows the development of evidence and ideas. (b) Produces focused sections or paragraphs. (c) Ends with a clear conclusion that offers a summary, possible larger implications, and/or recommendations.	(a) The structure of the piece is generally effective though may not be logical at all times. (b) Piece has general sense of direction, though ordering of ideas may seem arbitrary or inconsistent in a few instances. (c) Conclusion is effective though may require some additional development.	(a) The structure of the piece is less than logical. (b) Ideas are presented in seemingly arbitrary order and do not form a coherent argument. (c) Conclusion does not present a summary of the argument and is generally ineffective.	
Grammar/Mech.	(a) Demonstrates consistently correct grammar, punctuation and spelling. (b) Uses formatting and language that demonstrate a sophisticated understanding of the conventions of the discipline and the nature of the assignment.	(a) Grammar, punctuation, usage and spelling are generally correct. (b) While there are a few errors, they are not frequent enough to be distracting. (c) Formatting and language use is generally appropriate to the assignment and discipline.	(a) Errors in spelling, punctuation, grammar and usage are frequent, wide ranging and distracting. (b) Vocabulary is rudimentary or inappropriate to the discipline and assignment. (c) Formatting is inappropriate to the discipline or assignment.	
Creativity	(a) Demonstrates imagination in interpreting texts: understands and makes relevant reference to literary devices like metaphor, tone, symbol (b) Shows originality of perspective by going beyond the generally accepted perspectives (or widely known interpretations) on the text (c) Writes in a lively and expressive manner	(a) Refers to literary devices in interpreting texts (b) Shows understanding of points generally made (or widely known) in relation to that text (c) Writes with some stylistic felicity	(a) Ignores significance of literary devices in effort to interpret texts (b) Fails to understand significance of points generally made (or widely known) in relation to that text (c) Writes with little variety or vivacity	
Total				
Comments	*Mark N/A if not applicable			