

## Written Communication Rubric

	<b>Proficiency Level 1 (Did not meet expectations)</b>	<b>Proficiency Level 2 (Partially met expectations)</b>	<b>Proficiency Level 3 (Generally met Expectations)</b>	<b>Proficiency Level 4 (Fully met Expectations)</b>
<b>Thesis</b>	Does not take a clear or defensible position or draw a clear conclusion	Sometimes and/or simplistically states and/or critiques a position	For the most part, effectively supports, tests, extends, or critiques a position	Develops a clear, defensible, and nuanced position, and draws a significant conclusion
<b>Argumentation</b>	Does not develop an argument, or invalid and weak argument	Some arguments valid and well supported, some not	Most arguments valid, systematic, and well supported	All arguments both well supported and in conversation with conflicting explanations
<b>Organization</b>	Needs significant improvement	Structure is of inconsistent quality; may be choppy and/or have redundancies or disconnections	Structure supports the argument; clearly ordered sections fit well together	Structure supports and enhances the argument; strong sections and flow
<b>Evidence Selection</b>	Draws on little or no evidence	Selected sources inadequate in number and/or inappropriate for investigation of stated problem	Some sources address stated problem but others are inappropriate; source base overall solid but may have a gap or two to address	Sources selected are appropriately relevant and extensive enough to allow exploration of stated problem
<b>Evidence Interpretation</b>	Treats related evidence as unrelated, or draws weak or simplistic conclusions	Some appropriate use of evidence, but uneven; begins to establish elementary connections	For the most part, appropriate use of evidence; establishes solid connections and implications of source material	Feasible evidence appropriately selected and not over-interpreted; brings together related sources in productive ways; thoroughly discusses implications of sources
<b>Grammar and Clarity</b>	Significantly impairs readability	Frequent or serious errors	Some minor errors	Virtually no errors
<b>G. Conclusions (implications and consequences)</b>	Conclusion of the paper is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. Or there is no conclusion.	Conclusion of the paper is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion of the paper is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion of the paper is logical and reflects student's informed evaluation and ability to juxtapose authors' opinions and/or to place evidence and perspectives in priority order.