Rubric: Written Communication - Graduate – [November 2012][1]

FROSTBURG STATE UNIVERSITY

Student Name/Team: _____ **Date:** _____

Instructor/Rater: _____ **Rating Total:** _____

CRITERIA	Unsatisfactory 1	Below Expectations 2	Meets Expectations 3	Above Expectations 4	Outstanding 5	Score
Organization.	Disorganized: connecting path of information hard to follow. Lacks clear sections of opening, middle and conclusion.	Some organization but jumps around. Vague sections. Lacks clear opening, etc.; thesis statement may be weak.	Organization is logical and generally clear. Attempt at opening and conclusion presented.	Segments are identifiable, clear, and flow well. Well organized, logical, easy to follow. Clear thesis with sufficient support.	Strong opening, supporting middle, and a strong conclusion. Very well organized. Clear, strong thesis that is well supported.	
Grammar and Punctuation.	Many errors in grammar, punctuation, sentence structure, etc.	There is more than one grammatical, punctuation error, etc., per page: enough to distract the reader. Few paragraphs are used correctly.	There are few grammatical and/or punctuation errors. Paragraph use needs some improvement.	In general, the work consists of correct grammar and punctuation. Minimal errors & generally correct paragraph use.	The work has been carefully proof-read. There are virtually no grammatical or punctuation errors. Excellent use of paragraphs.	
Spelling.	Many errors in spelling: on average, more than two errors per page.	There are one or two spelling errors per page.	There are few spelling errors; three or fewer in 500 words.	Almost entirely, the work consists of correctly spelled words. (Only one or two misspelled words).	The work has been carefully proof-read. There are virtually no misspelled words.	

[1]Graduate Rubric available for all Graduate courses. As of 12 November, 2012, this Rubric will be formally delivered in MGMT 680-Strategic Integration.

Clarity of Expression.	The work is not logically expressed; it is not complete and is difficult to follow. Unfocused or inappropriate sense of audience. Some wordy or rambling sentences.	Some sentences tend to be awkward, wordy, and/or ramble. The work is sometimes difficult to follow.	The work is generally clear and easy to follow; it shows some degree of research but more is required to support the paper. Majority of sentences are concise and clear.	Clear and concise descriptions and explanations. Easy to follow and clear evidence is used for support. Most sentences are concise and make clear statements.	Logical progression of ideas and conclusions. Very clear descriptions. Evidence of research. Facts are relevant and help to support the paper.	
Facts and Analysis.	Little evidence of research or supporting facts. Inappropriate or insufficient details to support ideas. Significant deficiencies in facts and analysis.	Work has too many or too few facts or may lack sufficient analysis, but some effort has been made to relate them.	Analysis is balanced with an adequate level of credible, factual material. Analysis is normal or average for this level.	Analysis is balanced with strong level of credible, factual presentation. Analysis is above average for this level.	Analysis is balanced with a very strong level of credible, factual presentation. Work is sophisticated and thorough.	
Conclusions Reached.	No conclusions offered. Summary is cursory: not carefully prepared. Conclusion is inconsistent with evidence cited in body.	Conclusions are offered from evidence provided although the effort is cursory, bland, and/or minimal. Some important conclusions are missed.	Some (but not all) thoughtful, major conclusions are offered from evidence. The writer shows some understanding of implications for the subject.	Several thoughtful and insightful conclusions are offered from the presented evidence. The writer demonstrates meaning of results for the subject.	Detailed conclusion offered from evidence presented. Writer shows a sophisticated understanding of the meaning of results. Future research/ implications skillfully explored.	