General Assessment Rubric

Professional Communications OER: Writing

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**Writing Module –**

This rubric is intentionally generic so that it can be used to

* guide student learning by providing feedback to particular expectations;
* informally assess module work or act as a formative assessment tool;
* gormally assess learning outcomes or, where appropriate, instrument-specific evaluation; and/or
* inform the development of other more specific assessment instruments with a focus on one or more criteria.

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| **Writing Module General Assessment Rubric**  The emphasis here is on effective planning, construction, and distribution of common workplace-related documents and publications. Integrated skills such as appropriate use of grammar, vocabulary, and writing style are focus points.  Success Attributes   * *Writing Standard* - the ability to express oneself clearly in business communication * *Writing Conformance –* the ability to plan and construct written communication that conforms to business standards; to demonstrate compliance to business rules and ethics   Success Identifiers   * Uses effective design techniques in written communication to guide readers (introduction, headings, etc.) * Uses multiple means to communicate written information (memo, newsletter, minutes, email, blog, forums) * Incorporates graphics and other aids to clarify complex or technical information * Ensures accuracy of spelling, grammar, sentence structure, and punctuation * Selects appropriate writing styles, formats, conventions in relation to the purpose of the communication   Correlation to Competency/Outcomes (worksheet B)   * Applies the principles of effective writing to produce professional messages  1. Creates professional communications following ethical guidelines 2. Applies formatting to workplace documents (e.g., letter, email, fax, memo, short report, etc.) based on the audience and objective of a given message 3. Creates a written secondary research report using credible information sources 4. Rewrites documents for clarity and accuracy based on common editing techniques | | | | |
|  | **Performance Levels** | | | |
| **Criteria** | **Inadequate** | **Acceptable** | **Proficient** | **Advanced** |
| **Writing**  **Mechanics** | * Contains several errors in writing mechanics * Writing does not follow conventional style or format * Considerable grammar, spelling, punctuation errors * Verb tense is wrong; poor command of verb conjugation * Incomplete phrases or sentences | * Some errors in writing mechanics that do not significantly interfere with understanding * Style and format are consistent with convention * Several grammar, spelling, punctuation errors that make message difficult to understand * Errors in verb tense and conjugation cause reader to make interpretations | * Writing is clear and mostly error free * Uses well-formed and complete sentences * Proper use of grammar, spelling, and punctuation with few errors * Proper verb tense is consistent and conjugation is correct | * Writing is clear, concise, error free, and of professional quality * Sentences are complete and well-formed. Complex sentences are used correctly and appropriately * Grammar, spelling, and punctuation is consistent and correct * Verbs, including irregular verbs, are conjugated correctly. Verb tense is correct |
| **Organization**  **and**  **Clarity** | * Sentence structure and/or word choice interfere with meaning * Sequencing of ideas and transitions compromise understanding * Information is not relevant to the topic * Very limited use of detail * Lacks logical order and organization | * Language sometimes conveys meaning * Writing flow is somewhat smooth * With some effort, reader can follow the logic of ideas presented * Sentence structure is fragmented and does not communicate ideas clearly * Sequencing of ideas and transitions is adequate but could be improved * Includes some detailed information but insufficient for clear understanding * Information is too general or vague * Organization causes some confusion for reader | * Straightforward language that generally conveys meaning * Flow of writing is very smooth from idea to idea * Reader can easily follow the logic of ideas presented * Includes detailed information on all relevant aspects of the subject * Some elaboration is offered * Organization is logical and effective | * Skillfully communicates meaning with clarity and fluency * Writing flows smoothly from idea to idea and has a clear focus * Considerable and meaningful information and detail is included * Elaborates with clarity on all aspects presented * Organization is effective in the progression of ideas |
| **Content**  **and**  **Purpose** | * Demonstrates minimal awareness of context, audience, and purpose * Main idea is lacking * Purpose is not fully achieved * Important parts of the work are missing * Information sources are not credible or within subject area, do not support ideas, and are not related to discipline | * Demonstrates awareness of context, audience, and purpose. Some consideration of audience perceptions and assumptions are made * Content is relevant but uses simple ideas to explore the subject * Information sources are credible but used in a limited way to support ideas | * Demonstrates adequate consideration of context, audience, and purpose. Consideration of audience perceptions and assumptions are clearly evident * Content is relevant and explores meaningful ideas to explore the subject * The purpose and focus of the writing is reasonably clear but exhibits occasional loss of focus * Credible information sources within the discipline are used to support ideas | * Demonstrates thorough understanding of context, audience and purpose. The work is focused * Content is compelling and illustrates writer’s mastery of the subject * Effective use of discipline-specific research and high-quality, credible information sources * Logic of ideas is clear and intuitive to reader * The purpose and focus of the writing is clear and unambiguous |
| **Writing**  **Convention** | * Little use of important conventions particular to the discipline, profession, or writing task (organization, content, presentation, formatting, stylistic choices) | * Demonstrates the use of some important conventions particular to the discipline, profession, or writing task (organization, content, presentation, formatting, stylistic choices) | * Demonstrates consistent use of important conventions particular to the discipline, profession, or writing task (organization, content, presentation, formatting, stylistic choices) | * Demonstrates detailed attention and successful execution of a range of conventions particular to the discipline, profession, or writing task (organization, content, presentation, formatting, stylistic choices) |