

CBA Written Communication Rubric, revised spring 2020

Communication Goal: Our students will be able to convey information and ideas effectively.

Learning Objective: Students will convey information and ideas in well-written business reports.

Evaluators are encouraged to assign a zero to any work that does not meet benchmark (cell one) level performance.

	Capstone 4	Advancing 3	Developing 2	Benchmark 1
Purpose and Audience is Addressed	Communicates a clear purpose, demonstrates thorough attention to the assigned task(s) and focuses all elements of the work.	Communicates a clear purpose and demonstrates a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, and purpose (e.g., begins to show awareness of audience's perceptions and knowledge).	Demonstrates minimal or no attention to context, audience, and purpose. (e.g., expectation of instructor or self as audience).
Organization of Ideas	Organization of ideas and content clearly create understanding: Paragraphs contain coherent ideas that are effectively connected with transitions. Writing is very focused and concise, with clear introduction and conclusion.	Organization of ideas and content largely create understanding: Paragraphs contain coherent ideas that are mostly connected with transitions. Writing is for the most part focused, with an introduction and conclusion.	Organization of ideas and content contributes to understanding: Paragraphs contain coherent ideas; transitions are used between most ideas.	Organization of ideas and content is ineffective and/or unfocused: paragraphs are not coherent and/or transitions are lacking.
Content Development	Communicates appropriate, relevant, and compelling content to illustrate mastery of the subject and to achieve the stated purpose of the work.	Communicates largely appropriate, relevant, and compelling content to fully explore ideas of the subject.	Uses appropriate and relevant content to develop and explore ideas but at a superficial level. Writing lacks depth.	Uses appropriate and relevant content to develop simple ideas in <i>some</i> parts of the work. (e.g. some content is irrelevant)
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the context, the purpose, and the audience.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the context, the purpose, and the audience.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are related to the context, the purpose, and the audience.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers. Errors do not impede meaning but do distract the reader.	Uses language that sometimes impedes meaning because of errors in usage.