

Core Curriculum Assessment Rubric
Written Communication

	Advanced (5)	Proficient (4)	Developing (3)	Rudimentary (2)	Absent or Poor (1)
Exposition	The writer's purpose is clear. He or she ably communicates relevant information or explanation. The writer contributes perspective or analysis to the exposition.	The writer's purpose is clear. He or she ably communicates relevant information or explanation.	The writer's purpose is evident. He or she communicates some relevant information or explanation.	The writer's purpose is vague. He or she communicates little or no information or explanation.	The writer's purpose is totally unclear. He or she communicates little or no information or explanation.
Structure	The writer's work is well structured. He or she regularly observes standard practices in sentence structure and paragraphing, making no errors. The writer includes transitions from one idea to another. Arguments or information are in a logical order.	The writer's work is structured. He or she regularly observes standard practices in sentence structure and paragraphing, making few, if any, errors. The writer includes transitions from one idea to another. Arguments or information are in a logical order.	The writer's work is structured. He or she generally observes standard practices in sentence structure and paragraphing, although there may be some errors. Arguments or information are in a logical order.	The writer's attempts to present a structured essay. There are some errors in sentence structure. Sentences that should be together in a single paragraph are separated. Sentences that should be in separate paragraphs are undivided. Arguments or information may not be in a logical order.	The writer's work is unstructured. It is marked by run-on sentences, fragments, inappropriate paragraphing, etc. Arguments and information are in no discernable order.