

**School of Business and Industry**  
**Graduate Written Communication Skills Rubric**  
**(adopted August 2011)**

<b>Faculty Name</b>	
<b>Course#/Name, Department</b>	
<b>Semester/Year</b>	
<b>Student Name</b>	

<b>Criteria</b>	<b>Exceeds Expectations (3)</b>	<b>Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>	<b>Unacceptable (0)</b>	<b>Score</b>
<b>VOICE</b>	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but occasionally pedantic. The communication is generally focused and interesting.	The writing is dull and perfunctory. Though the paper may have some interesting parts, readers find it difficult to maintain interest.	The writing has little personality. The audience quickly loses interest and stops reading.	
<b>TONE</b>	The tone is consistently professional and appropriate for the audience and for the purpose (e.g., letter, memo, proposal, application, research summary, report, scholarly communication).	The tone is generally professional. In general, it is appropriate for the audience and purpose.	The tone is not consistently professional or appropriate for the audience and purpose.	The tone is not professional. It is inappropriate for the audience and purpose.	
<b>SENTENCE STRUCTURE</b>	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well phrased and demonstrate some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader.	Errors in sentence structure are frequent enough to represent a major distraction to the reader.	
<b>WORD CHOICE</b>	Word choice is consistently precise.	Word choice is generally good. The writer goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader. The writer may also use clichés and colloquial language.	
<b>GRAMMAR, SPELLING, MECHANICS, (i.e. Punctuation, Italics, Capitalization, etc.)</b>	The writing is free or almost free of errors.	There are occasional violations in the writing, but they don't represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.	Errors are so numerous that they obscure the meaning of the passage. The reader is confused and stops reading.	
<b>TOTAL</b>					