

Liberty University
Research Rubric for Written Communication

	Content	Structure	Readability	Documentation
4 Clear and Consistent Competence	<p>FOCUS: Clear and coherent</p> <p>LOGIC: Clear and obvious flow of ideas</p> <p>EVIDENCE: Assertions fully and appropriately supported</p> <p>CONCEPT: Appropriate choice of topic, examples, and style;</p> <p>PURPOSE: Meets assignment guidelines and addresses appropriate material</p>	<p>TOPIC & DEVELOPMENT: Articulates a main point or topic early on; supports or amplifies thesis/topic sentence throughout; draws appropriate conclusions from evidence</p> <p>ORGANIZATION: Clear structure with appropriate transitions where needed</p> <p>PARAGRAPHS: Focused and well organized</p>	<p>MECHANICS: Contains only very minor grammar and punctuation errors or typos; errors must not seriously distract or harm clarity</p> <p>DICTION: Appropriate word usage for topic and assignment</p> <p>CLARITY: Easily understandable; clearly expressed</p>	<p>FORMAT: Format conforms to guidelines in the appropriate discipline</p> <p>CITATION: Appropriate citation in text (or in footnote) and on works cited page (if required); smooth set-up of quotations, paraphrases, etc.</p> <p>SOURCES: Well chosen, appropriate for field of study, sufficient in number and adequate to prove assertions</p>

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3 Adequate Competence	<p>FOCUS: Obvious focus, generally maintained</p> <p>LOGIC: Generally logical flow of thought</p> <p>EVIDENCE: Supports most assertions well</p> <p>CONCEPT: Generally appropriate choice of topic, examples, and style</p> <p>PURPOSE: Basically meets assignment guidelines and addresses appropriate material</p>	<p>TOPIC & DEVELOPMENT: Generally articulates a main point or topic early on; mostly supports or amplifies thesis/topic sentence throughout; draws basically appropriate conclusions from evidence</p> <p>ORGANIZATION: Generally clear structure with appropriate transitions where needed</p> <p>PARAGRAPHS: Generally focused and well organized</p>	<p>MECHANICS: Contains some grammar and punctuation errors or typos; errors may distract but must not seriously harm clarity</p> <p>DICTION: Generally appropriate word usage for topic and assignment</p> <p>CLARITY: Generally understandable and clearly expressed</p>	<p>FORMAT: Format generally conforms to guidelines in the appropriate discipline</p> <p>CITATION: Generally correct and appropriate citation in text (or in footnote) and on works cited page (if required); adequate set-up of quotations, paraphrases, etc.</p> <p>SOURCES: Generally well chosen, and appropriate for field of study, sufficient in number and mostly adequate to prove assertions</p>

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2 Developing Competence	<p>FOCUS: Weakly focused</p> <p>LOGIC: Some leaps in logic or fallacious reasoning</p> <p>EVIDENCE: Some assertions unsupported, or failure to distinguish between assertions and proof</p> <p>CONCEPT: Weak choice of topic, examples, and style</p> <p>PURPOSE: Does not meet assignment guidelines (but does not entirely fail to accomplish the objective)</p>	<p>TOPIC & DEVELOPMENT: Contains a point, evidence, and conclusion, but does not necessarily put them in the proper order or make them clearly visible</p> <p>ORGANIZATION: Salvageable structure with some attempt at transition</p> <p>PARAGRAPHS: Mostly on topic though with some shifts and errors in focus</p>	<p>MECHANICS: Contains significant and distracting grammar and punctuation errors or typos; errors may harm clarity (but not render the paper incomprehensible)</p> <p>DICTION: Some errors in word usage for topic and assignment</p> <p>CLARITY: Reader may have to work to understand; thought may seem muddled</p>	<p>FORMAT: Recognizably attempts to conform to the guidelines of the appropriate discipline</p> <p>CITATION: Attempt at citation in text (or in footnote) and on works cited page (if required); Occasionally unclear set-up of quotations, paraphrases, etc.</p> <p>SOURCES: Some badly chosen or inappropriate sources; some missing evidence</p>

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1 Inadequate Competence	<p>FOCUS: No clear focus</p> <p>LOGIC: No clear flow of ideas</p> <p>EVIDENCE: Poor or absent evidence for assertions; evidence supporting no clear point</p> <p>CONCEPT: Inappropriate choice of topic, examples, and style</p> <p>PURPOSE: Fails to meet assignment guidelines; fails to accomplish assignment's objectives</p>	<p>TOPIC & DEVELOPMENT: Missing major parts of the paper (intro, body, conclusion)</p> <p>ORGANIZATION: Faulty structure with unclear connections between ideas and paragraphs; inadequate or absent transitions</p> <p>PARAGRAPHS: Serious and persistent errors in paragraphing</p>	<p>MECHANICS: Significant and distracting grammar and punctuation errors; errors harm clarity, distract, and make it impossible to comprehend parts of the paper</p> <p>DICTION: Inappropriate word usage</p> <p>CLARITY: Point is unclear; reader cannot understand what writer means to say</p>	<p>FORMAT: Serious failure to conform to guidelines in the appropriate discipline</p> <p>CITATION: Inadequate or missing citation in text (or in footnote) and on works cited page (if required); little or no set-up of quotations, paraphrases, etc. Student may plagiarize</p> <p>SOURCES: Inappropriate, insufficient, and inadequate sources</p>