

**Prairie State College
Rubric for Written Communication**

	Focus & Development	Structure	Grammar & Mechanics	Style	Documentation
Upon graduation	Consistently presents clear, nuanced main points that are amply supported by logical, compelling evidence; incorporates sources in a responsible, meaningful way that enriches student's ideas	Consistently employs organizational choices that promote impressive clarity of expression; foster sense that essays are cohesive units; and use reader-friendly transitions and focused, ordered paragraphing	Offers sentences that are nearly grammatically and mechanically flawless	Presents highly readable prose, sophisticated and varied sentence structures, high-level diction, and appropriate tone	Integrates sources with proper attribution and citation; offers correctly formatted Works Cited page that reflects cited sources
After 102	Consistently presents clear, college-level main points that are effectively supported throughout the essay; incorporates sources in a responsible way that clearly furthers student's ideas	Consistently employs organizational choices that promote clarity of expression; foster sense that essays are cohesive units; and use effective transitions and focused, ordered paragraphing	Offers sentences that contain few serious grammatical and mechanical problems	Presents smooth, easily understood prose, varied sentence structures, college-level diction, and appropriate tone	Integrates sources with proper attribution and citation; offers correctly formatted Works Cited page that reflects cited sources
After 101	Occasionally includes information that may stray from otherwise consistently supported main points; offers generally adequate support for ideas; incorporates sources in a responsible way that clearly furthers student's ideas	Occasionally presents paragraphs that lack clear purpose, focus, or logical breaks; offers information that is generally presented in logical order	Occasionally presents sentences with grammatical and mechanical problems, though errors do not generally inhibit readability	Occasionally contains wordy or awkward prose; overly simplistic diction; repetition of sentence structures or word choices; and/or inappropriate tone.	Demonstrates ability to distinguish student's ideas from source's ideas; to distinguish student's words from source's words; and, in revised essays, to direct reader to a correctly formatted Works Cited page that reflects cited sources. Includes minor and occasional mistakes.
Incoming Freshman	<p>ISBE common core standards suggest that incoming freshmen should be able to demonstrate these skills:</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development is appropriate to task, purpose and audience • Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims • Demonstrate command of the conventions of standard English grammar and usage when writing • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, avoiding plagiarism and overreliance on any one source and following a standard format for citation 				