

Business Writing Rubric

Phase I – Content Development

Criteria	Weight	Score
<p>1. Answers all assignment-specific questions.</p> <p><u>Scoring Guide</u> 0 - missing all key data or did not directly answer the questions posed by the assignment. 3 - missing most key data or answered questions with a low level of quality and/or completeness. 5 - missing roughly half of key data or question. 7 - most key data is present or most of the questions were answered, but missing minor points. 10 - missing no data; all questions posed by the assignment are answered with a high level of quality and completeness.</p>		
<p>2. Provides sufficient, documented support for all relevant statements.</p> <p><u>Scoring Guide</u> 0 - statements are completely unsupported. 3 - some obvious facts are cited; other data is provided without support. 5 - most obvious facts are cited; other data is provided without support. 7 - all facts and information that are not common knowledge are cited, but there are specific problems with citation style and format. 10 - all facts and information that are not common knowledge is properly cited in the proper format (APA).</p>		
<p>3. Targets message to audience; acknowledges and meets audience needs (explicitly, if possible).</p> <p><u>Scoring Guide</u> 0 - audience is ignored and needs are not met. 3 - audience needs are acknowledged, but not met. Audience is forced to seek out the relevance of the document. 5 – audience needs are explicitly addressed, but not met; some context is provided. 7 – audience needs are addressed explicitly or implicitly; context is given initially, but audience is not considered in the majority of the document. 10 - audience needs are addressed directly, given context, and provided with answers to key questions, both explicit and implicit, where appropriate.</p>		
<p>4. Gives an introduction that could stand alone and gives a clear bottom line for the document.</p> <p><u>Scoring Guide</u> 0 - no executive summary. 3 - summary provided, but no purpose. 5 - purpose statement and summary are present and well disposed, but no bottom-line is provided. 7 - purpose statement and summary are present and well disposed, however, the bottom line is vague and doesn't convey the entire "story." 10 - purpose statement and summary are present and well disposed; bottom line is specific and distills the main idea of the document.</p>		

Phase II – Editing (Readability)

Criteria	Weight	Score
<p>5. Structures each paragraph deductively with a topic sentence that gives a bottom line for the paragraph.</p> <p><u>Scoring Guide</u> 0 - paragraphs are disorganized and contain no obvious topic sentences. 3 - paragraphs contain too many main ideas; poor organization forces the reader to work too hard to find the main idea. 5 - paragraphs have discrete topic sentences, but they are in the middle or at the end of the paragraphs. 7 - most paragraphs have topic sentences that give the bottom line for the paragraph, but topic sentences lack precision. 10 - all paragraphs have leading topic sentences that are specific enough to foreshadow the logical content and support that follows.</p>		
<p>6. Transitions between sentences and paragraphs cohesively.</p> <p><u>Scoring Guide</u> 0 - no transitions between paragraphs and sentences. Text begins and ends abruptly. 3 - some transitions between paragraphs and sentences, but the text suffers from a violation of the known-new contract (failing to provide the reader with known information before introducing a new topic). 5 - some transitions between paragraphs and sentences, but inconsistently applied. 7 - explicit transitions between paragraphs and sentences, but transitions feel forced in some cases. 10 - explicit transitions between paragraphs and sentences that contribute to the logical flow of the document.</p>		
<p>7. Chooses words appropriately for the audience; writes in "plain English" and avoids lofty diction.</p> <p><u>Scoring Guide</u> 0 - language is too informal and uses slang, emoticons, or non-standard abbreviations. 3 - language is too technical or elaborate for the audience; appears as though thesaurus was used to vary word choice; words carry a distorted meaning. 5 - language is specific to a single discourse community; a general audience is not taken into account. 7 - language is in "plain English" but words are not precise enough to convey the proper meaning: jargon, idioms, clichés, and euphemisms. 10 - language is in "plain English" and words are clear and precise and give a particular meaning where appropriate.</p>		

Phase III – Editing (Usability)		
Criteria	Weight	Score
<p>8. Formats lists, headings, and text consistently for a readable document.</p> <p><u>Scoring Guide</u> 0 - headings and lists are omitted inhibiting the scannability of the document. 3 - headings haphazard; lists are not consistently formatted. 5 - some headings are formatted the same; other headings are not. Lists are inconsistently punctuated or are not parallel. 7 - lists are parallel and headings are formatted consistently. Headings are "stacked." 10 - lists are parallel; headings are formatted consistently; headings are not "stacked" and contain intervening text between them.</p>		
<p>9. Writes headings that can stand alone as "headlines," and gives the bottom line for the text that follows.</p> <p><u>Scoring Guide</u> 0 - no headings are provided. 3 - headings are one or two words and give only a broad category of the following text. 5 - headings are phrases and give a more specific idea of the content that follows. 7 - headings are longer but give a purpose, not a bottom line. Document conclusions cannot be gleaned from headings alone. 10 - headings read like headlines and give a bottom line. Document conclusions can be gathered by reading the headlines alone.</p>		
<p>10. Provides readable, usable graphs, charts, and tables that are referenced specifically in the text and convey information effectively.</p> <p><u>Scoring Guide</u> 0 - No charts provided to succinctly provide data. 3 - charts provided in some cases, but with serious readability and usability problems (small text, obscured data). 5 - charts are provided, but have moderate usability problems (small print text, data obscured) Charts are not referred to in text. 7 - charts are provided, and have minor usability problems. Charts are mentioned in text, but not referred to in analysis. 10 - charts are provided for all pieces of information that require them. Charts are referenced and analyzed in text of document.</p>		

Phase IV – Proofreading		
Criteria	Weight	Score
<p>11. Makes LOC errors.</p> <p>Deduct 2% per LOC detected to a maximum of 10% for the paper. Allow remediation of LOCs by a visit to writing support or a detailed remediation paper submitted to instructors.</p>		