

**Huizenga College of Business & Entrepreneurship
Bachelor of Science in Business Administration (B.S.B.A.)
Rubric for Written Communication Using QEP Rubric**

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exceeds Expectations 5-6	Meets Expectations 3-4	Basic/Below Expectations 1-2
Rhetorical Knowledge	The writing demonstrates a solid awareness of context, purpose, and audience. It uses discipline specific language appropriately, though it could have been more effective.	The writing demonstrates an awareness of context, purpose, and audience, though it struggles at times. It uses discipline specific language, but not always appropriately or effectively.	The writing clearly struggles to identify its context, purpose, and/or audience. It struggles to use discipline specific language correctly.
Use of Sources, Reading, and Composing	The writing uses primary and/or secondary sources effectively. They make the content stronger, though there may be minor issues with integration and/or formatting.	The writing uses primary and/or secondary sources, though they may not always be effective. There are occasional issues with integration and/or formatting.	The writing shows a lack of primary and/or secondary sources, and does not use them effectively. There are significant issues with integration and formatting.
Conventions	The writing process shows effective time spent through most stages	The writing process shows that the writer worked through each stage, though more effective work could have been completed at each stage.	The writing process is not clear, and the writer may not have completed each stage.
Processes	The writing is grammatically and mechanically sound. It has a few mistakes, though they do not distract readers. There are few fragments, comma splices, and run-ons.	The writing is coherent, though there are some noticeable mistakes, and possible errors that may distract readers.	The writing shows significant problems with grammar and mechanics, making it difficult to read. There are frequent errors.
Reflection	The writer demonstrates a solid awareness of rhetorical choices, though may not provide strong examples of choices made regarding language, conventions, and purpose	The writer demonstrates some awareness of rhetorical choices, though may not provide clear examples of them.	The writer demonstrates little awareness of rhetorical choices and does not provide examples.

WRITTEN COMMUNICATION RUBRIC FOR HCBE

The QEP Proposal Team researched best practices in the fields of writing, rhetoric and composition, and writing centers and determined five student learning outcomes that address student writing at all levels.

1. Produce academic writing that demonstrates an awareness of context, purpose, and audience that is appropriate to the specific discipline.
2. Locate, evaluate, and properly integrate primary and secondary research sources.
3. Demonstrate writing as a process that includes invention, drafting, revision, and editing.
4. Present writing that is free of serious grammatical and mechanical errors.
5. Assess and explain the major rhetorical choices students make in their writing.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Rhetorical Knowledge: Produce academic writing that demonstrates an awareness of context, purpose, and audience that is appropriate to the student's discipline.

Use of Sources, Reading, and Composing: Locate, evaluate, and properly integrate primary and secondary research sources.

Processes: Demonstrate writing as a process that includes invention, drafting, revision, and editing.

Conventions: Present writing that is free of serious grammatical and mechanical errors.

Reflection: Assess and explain the major rhetorical choices made in the writing.