To support the mission of the university and the college, the faculty will continuously improve the quality of our undergraduate and graduate programs by developing students’ communication skills.

- **Learning Outcome**: Students in each program will receive individualized feedback multiple times on their written communication skills as they progress through the program. The college-wide rubric forms the core of course-level rubrics.

### Assignment/Date:

**Project Title:**

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<table>
<thead>
<tr>
<th>Student Name(s):</th>
<th>Not Used / NA</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>

### The written report:

- Contains no spelling errors and punctuation mistakes
- Is formatted and assembled in a manner consistent with professional/corporate standards
- Correctly cites prior works in an appropriately constructed bibliography
- Contains no plagiarized sections or sentences
- Is clearly written and sequenced in a logical manner
- Uses appropriate grammar, sentence construction, and professional language
- Appropriately addresses the subject matter expectations for this course and this assignment
- Contains conclusions/recommendations that are supportable and realistic
- Contains conclusions/recommendations that are consistent with the report contents and the course

### Course-specific assessment items

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### USING THIS RUBRIC

- Where appropriate, incorporate these assessment items into your course-specific grading rubrics.
- Use this form to summarize and report section-level outcomes.
  - By section, aggregated totals within each column for the assessment items used.
  - For numeric/letter grades, for example, a grade of “C” equates to “Meets Expectations,” lower than “C” is “Below Expectations,” and higher than “C” “Exceeds Expectations.”