

## WRITTEN COMMUNICATION RUBRIC

<b>Written Communication: Write effectively for multiple purposes and audiences.</b>				
This rubric focuses on how a specific written text or a collection of texts responds to the writer's intended context, audience, purpose, and writing task.				
<b>OBJECTIVES</b> <i>(Items in italics below are definitions or examples)</i>	<b>ACCOMPLISHED (4)</b>	<b>SATISFACTORY (3)</b>	<b>PROGRESSING (2)</b>	<b>EMERGING (1)</b>
<b>Content Development</b>	Develops relevant and compelling content that is appropriate for the intended audience and purpose and illustrates the writer's mastery of the subject.	Develops relevant and compelling content that is appropriate for the intended audience and purpose and explores and develops ideas within the context of the discipline.	Develops relevant content that is generally appropriate for the intended audience and purpose; may not develop its ideas in depth or place them within the context of the discipline.	Develops content that may be irrelevant or inappropriate for the intended audience or purpose; ideas may be undeveloped or developed simplistically in portions of the work.
<b>Disciplinary Writing Practices</b> <i>disciplinary writing practices: formal and informal writing rules expected in particular forms and/or academic fields (e.g., organization, content, stylistic choices)</i>	Successfully follows and executes a wide range of writing practices particular to a specific discipline, audience, purpose, and writing task.	Follows most important writing practices particular to a specific discipline, audience, purpose, and writing task.	Follows some writing practices appropriate to a specific discipline, audience, purpose, and writing task with some consistency.	Attempts to follow writing practices appropriate to a specific discipline, audience, purpose, and writing task but does so inconsistently or incorrectly.
<b>Sources of Evidence</b>	Skillfully integrates high-quality, credible, relevant sources that are appropriate for the discipline, audience, purpose, and writing task to develop the writer's own ideas.	Integrates high-quality, credible, relevant sources that are appropriate for the discipline, audience, purpose, and writing task to develop the writer's own ideas.	Attempts to integrate credible and/or relevant sources that are appropriate for the discipline, audience, purpose, and writing task to support the writer's own ideas.	Attempts to integrate sources but the sources may not be credible or relevant to the discipline, audience, purpose, and writing task.
<b>Style, Syntax, and Mechanics</b>	Uses language that skillfully communicates meaning to readers with clarity and fluency; consistently follows appropriate grammatical conventions.	Uses straightforward language that conveys meaning to readers with clarity and usually follows appropriate grammatical conventions.	Uses language that generally conveys meaning to readers with clarity, but may not always follow appropriate grammatical conventions.	Uses language that sometimes impedes meaning because of failure to consistently follow appropriate grammatical conventions.

This rubric was inspired by the AAC&U VALUE rubric.

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