

| WRITTEN COMMUNICATION RUBRIC | | | | |
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| Written Communication: Write effectively for multiple purposes and audiences. | | | | |
| 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. | | | | |
| OBJECTIVES | EXCEEDS (4) | SATISFACTORY (3) | PROGRESSING (2) | EMERGING (1) |
| Content Development | Uses writing skills to develop content that is relevant and compelling within the disciplinary field(s). | Uses writing skills to develop content that is generally relevant and compelling within the disciplinary field(s). | Uses writing skills to develop content that is somewhat relevant and occasionally compelling within the disciplinary field(s), with room for improvement in consistency and depth. | Uses writing skills to develop somewhat relevant content, lacking depth or compelling elements within the disciplinary field(s). |
| Sources of Evidence | Supports statements with reasoning and evidence from sources that are credible and appropriate within the disciplinary field(s) for a particular audience, purpose, and task. | Supports statements with reasoning and evidence from somewhat credible sources for a particular audience, purpose, and task. | Supports statements with reasoning and evidence from somewhat credible sources, demonstrating some understanding of audience, purpose, and task, but with occasional lapses in relevance or appropriateness. | Provides limited support for statements with some reasoning and evidence, but sources may lack credibility or relevance to the disciplinary field(s) for a particular audience, purpose, and task. |
| Style, Syntax, and Mechanics | Uses words, phrases, sentences, and organizational structures typical of the task within the disciplinary field(s) to clearly and fluently communicate meaning to an intended reader. | Uses words, phrases, sentences, and organizational structures mostly typical of the task within the disciplinary field(s) to communicate meaning to an intended reader. | Uses words, phrases, sentences, and organizational structures somewhat typical of the task within the disciplinary field(s), but with some areas of improvement needed for clarity and fluency. | Uses words, phrases, sentences, and organizational structures somewhat typical of the task within the disciplinary field(s), with occasional inconsistencies or lack of clarity in communication. |

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

4/30/2025

For assessment purposes, assign a rating of 0 if the student performs below Level 1. Use a blank if the student did not complete the assessment measure (such as a test or assignment).

