

Written Communication Assessment Rubric

GE Student Learning Outcome: Students will express their ideas through the written word with an awareness of audience, purpose, and form.

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Context and Purpose for Writing <i>How well the writing addresses the audience, purpose, and context of the project.</i>	Demonstrates thorough consideration for the circumstances and audience; clearly addresses the intent of the document.	Demonstrates adequate consideration for the circumstances and audience; addresses the intent of the document.	Demonstrates inconsistent consideration for the circumstances and audience; partially addresses the intent of the document.	Demonstrates minimal consideration for the circumstances and audience; dismisses the intent of the document.
Organization <i>How well the writing uses a system to order ideas and concepts. (e.g. transitions, sections, paragraphs, etc.)</i>	The document is well-structured; smoothly segues from one part to another (e.g., introduction, body, and conclusion) to effectively convey the writer's ideas.	The document is adequately structured but choppy at times with minor impact on the communication of ideas.	The document's structure is awkward, impeding effective communication of ideas.	The document lacks the structure to convey the writer's ideas.
Development <i>How well the writing advances ideas using compelling and relevant narratives.</i>	Advancement and growth of ideas is thoughtful and sophisticated with a wealth of supporting material, smoothly integrated into the document.	Advancement and growth of ideas is adequately supported by appropriate materials, well-integrated into the document.	Advancement and growth of ideas would benefit from detailed and concrete support; integration into the document is choppy.	The narrative is incohesive and incoherent with few supporting details.
Clarity and Grammar <i>How well the writing uses grammar tools to communicate.</i>	Writing poses no obstacles to comprehension, containing few to no errors; displays a mastery level of the written word.	Writing contains some errors but does not impede overall understanding; displays adequate grasp of the written word.	Writing includes sufficient errors to confuse or distract the reader; displays a defined grasp of the written word.	Writing contains many errors; impeding the overall understanding; displays inadequate grasp of the written word.
<i>Optional; recommended for program use</i>				
Disciplinary Conventions <i>How well the writing implements rules, expectations, and formats for writing within disciplinary fields.</i>	Demonstrates detailed attention to and successful execution of discipline-specific conventions	Demonstrates consistent use of important discipline-specific conventions with minor errors	Demonstrates limited use of discipline-specific conventions; contains inconsistencies or errors	Does not follow discipline-specific conventions; contains significant errors