

Written Communication

This cover sheet should accompany a single submitted assignment and resulting student work from all students in one course to be assessed with the attached Written Communication rubric. The attached rubric and the data generated from student work are solely for program assessment purposes and are not intended for grading students, evaluating courses, or evaluating faculty.

Communication Objective

Students will speak, read, write and listen to create and understand meanings using a variety of media. They will recognize how to participate in or lead groups to accomplish goals.

Using the Rubric

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

The rubric focuses on seven criteria: Controlling Idea, Development of Controlling Idea, Organization, Sources and Evidence, Documentation of Sources, Academic Discourse, and Mechanics/Presentation. In the spaces below, please provide your name or department name, the name of the assignment (attach a copy as well) and other information, including your own evaluation of which of the criteria are specifically taught in the course, addressed in the assignment prompt and which can be effectively assessed from the student work. The purpose of this information is to avoid incorrectly scoring student work as deficient when an element of the rubric is lacking because the students were not aware they needed to address that criterion. In some cases they should be aware because the criterion was taught as part of course instruction and in other cases because the assignment prompt mentions the criteria. Please indicate yes or no for each of these boxes, checking all that apply, and then make a final yes/no judgment on whether scorers should assess this criterion.

Faculty member or department name _____

Course Number _____ Course Name _____

Assignment name _____ Number of students in course _____

Date _____ % of grade covered by assignment < 3% 3-5% 6-10% 11-20% > 20%

Written Communication Criteria Criteria See rubric on back for details	This criterion is . . . (check all that apply)		
	Taught as part of course instruction	Addressed in the prompt	Appropriate to be assessed
Controlling Idea			
Development of Controlling Idea			
Organization			
Sources and Evidence			
Documentation of Sources			
Academic Discourse			
Mechanics / Presentation			

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	Proficient 3	Sufficient 2	Deficient 1	Not Present 0
Controlling idea	Student work demonstrates an <u>original and clearly focused theme or controlling idea, skillfully limited</u> to the dimensions of the assignment.	Student work demonstrates <u>some evidence of a theme</u> or controlling idea but lacks clarity and/or focus.	Student work demonstrates <u>little evidence of a theme</u> or controlling idea, lacking clarity and focus.	
Development of Controlling Idea	Student work evidences <u>multiple points supporting the theme or controlling idea</u> , organized and developed in a manner which not only anticipates likely questions but demonstrates awareness of the audience by <u>posing and providing insightful answers to complex questions</u> concerning the controlling idea.	Student work evidences <u>one or more supporting points related to the controlling idea</u> , organized and developed in a manner which shows some awareness of the audience by <u>anticipating and answering basic questions</u> concerning the controlling idea.	Student work <u>does not demonstrate awareness of the audience</u> , lacks supporting points and fails to address relevant questions so <u>the audience must work to extract meaning</u> and comprehend the ideas in the student work.	
Organization	Organizational pattern (specific introduction, topic sentences, conclusion, sequenced content within the body, and transitions) is clearly and consistently observable.	Organizational pattern (specific introduction, topic sentences, conclusion, sequenced content within the body, and transitions) is intermittently observable.	Organizational pattern (specific introduction, topic sentences, conclusion, sequenced content within the body, and transitions) is generally not observable.	
Sources and Evidence	Student work demonstrates <u>effective integration and synthesis</u> of high-quality, credible, relevant sources.	Student work demonstrates <u>basic integration</u> of credible and relevant sources.	Student work demonstrates <u>inconsistent and/or inappropriate use</u> of credible or relevant sources.	
Documentation of Sources	Student work uses <u>consistently correct formatting and documentation of material from sources</u> , with appropriate in-text citations and a complete and accurate references page.	Student work contains <u>mostly correct formatting and documentation of material from sources</u> , with appropriate and generally consistent in-text citations and a complete and mostly accurate references page.	Student work contains <u>frequent errors in formatting and documentation of material from sources</u> , with inconsistent use of in-text citations and an incomplete and/or inaccurate references page.	
Academic Discourse	Student work <u>uses a formal style and eloquently integrates discipline-specific terminology</u> appropriate to the assignment.	Student work <u>uses a formal style</u> appropriate to the assignment.	Student work <u>frequently uses an informal or conversational style</u> inappropriate to the assignment.	
Mechanics / Presentation	Student work uses language that is <u>stylistically consistent and free from distracting errors</u> in usage, spelling or grammar, communicating meaning to the audience with clarity and fluency.	Student work uses language that has <u>some consistency of style and few distracting errors</u> in usage, spelling or grammar, generally conveying clear meaning to the audience.	Student work uses language that <u>lacks consistency of style and/or contains major and distracting errors</u> in usage, spelling or grammar that impede meaning for the audience.	