

WRITTEN COMMUNICATION VALUE RUBRIC



This rubric was developed by an interdisciplinary team of faculty representing Texas Southmost College (TSC) through a process that examined and modified the AACU Communication Value Rubric and the Stephen F. Austin's (SFA) Written Communication Rubric to meet the needs of TSC's core curriculum assessments. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institution –level use in evaluating and discussing student learning.

Definitions

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to the local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts. 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.

WRITTEN COMMUNICATION VALUE RUBRIC



Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	Exemplary 4	Proficient 3	Developing 2	Beginning 1	Non-Evident 0
Audience, Context, and Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is wholly responsive to the assigned task(s) and applied consistently through all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates some attention to context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).	Fails to meet minimum criteria in addressing the audience, context, and purpose for writing.
Content Development	Uses appropriate, relevant, and compelling content and ideas that illustrate the writer's command and deep understanding of the subject, skillfully shaping the whole work.	Uses appropriate, relevant, and compelling content to accurately explore ideas within the subject and shape the whole work	Uses appropriate and relevant content to develop and accurately explore ideas through most of the work.	Uses appropriate and relevant content to accurately develop simple ideas in some parts of the work.	Fails to meet minimum criteria in addressing content development.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the assignment.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use credible and relevant sources to support ideas that are appropriate for the assignment.	Demonstrates an attempt to use sources to support ideas in the assignment.	Fails to meet minimum criteria in demonstrating the use of sources to support ideas in the assignment.
Organization and Presentation	Demonstrates consistent, skillful, and thoroughly detailed attention to organization, presentation, and stylistic choices as appropriate to the assignment.	Demonstrates consistent and skillful organization and presentation as appropriate to the assignment.	Follows expectations for a consistent system of basic organization and presentation as appropriate to the assignment.	Attempts to use a consistent system for basic organization and presentation as appropriate to the assignment.	Fails to meet minimum criteria in organization and presentation.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is nearly error-free.	Uses straightforward language that conveys meaning to readers with clarity. The language in the work has few errors.	Uses language that generally conveys meaning to readers, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Fails to use language that demonstrates control of syntax and mechanics.