

WRITTEN COMMUNICATION RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.

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| Employ Rhetorical Knowledge | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, purpose, and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| Develop Content | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context. Develops and explores ideas while conveying the writer's understanding to shape the entire work. | Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context. Develops and explores ideas to shape the entire work. | Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context. Develops and explores ideas to shape most of work. | Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context. Develops and explores ideas to shape a portion of the work. |
| Apply Genre and Disciplinary Conventions | Demonstrates detailed and consistent attention to, along with successful execution of, a wide range of conventions particular to a specific situation and/or assigned task(s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices | Demonstrates minimal use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices | Demonstrates inconsistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices |
| Use Sources and Evidence | Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the situation and genre | Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the situation and genre | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the situation and genre. | Demonstrates an attempt to use credible or relevant sources to support ideas in the writing that may not be the most appropriate for the situation and genre. |
| Control Syntax and Mechanics | Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free. | Uses language that consistently communicates meaning to readers and has few minor errors. | Uses language that generally communicates meaning to readers with clarity, although it may include multiple minor errors or a major error that impacts clarity. | Uses language that sometimes impedes meaning because of multiple major errors in usage. |

This rubric was adapted by CDHE from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at <http://www.aacu.org/value-rubrics>. The Interstate Passport Initiative Learning Outcomes can be accessed at <http://www.wiche.edu/passport/learningOutcomesCriteria>.