

Aims Community College Written Communication Rubric



Common Learning Outcome:

Students should be able to demonstrate a high level of written communications skills as necessary for their future profession through the development and expression of ideas in writing.

Learning Outcomes specific to Written Communication competency

Students should be able to:

Main Idea/ Theme/Thesis

- formulate a thesis that is stated and content is appropriate for specific writing situations

Content and Context

- develop content specific for disciplinary or professional context

Organization

- organize written material to suit the purpose of the document and meet the needs of the intended audience

Language

- express ideas using language for the intended audience

Supporting Elements

- demonstrate the use and site sources for the specific writing situation

Conventions

- use conventions, grammar and punctuation that are appropriate for the specific writing situation

Level Criteria	Arrived - 4	Arriving - 3	Approaching - 2	Progressing - 1
<p>Main Ideas/ Theme/Thesis</p> <p>Thesis is stated and content is appropriate for specific writing situation</p>	<p>Main Idea/Theme/Thesis is clear, descriptive, concise and appropriate.</p>	<p>Main Idea/Theme/Thesis is apparent and appropriate and is either clear or descriptive.</p>	<p>Main Idea/Theme/Thesis is apparent and appropriate.</p>	<p>Main Idea/Theme/Thesis is apparent but inappropriate.</p>
<p>Content & Context</p> <p>Develops content specific for the disciplinary or professional context</p>	<p>Uses appropriate, relevant, and compelling content to illustrate control and understanding of the topic which demonstrates the author's ability to shape the context of work</p>	<p>Uses appropriate, relevant, and compelling content to develop and explore ideas within the context of the discipline to shape the whole work</p>	<p>Uses appropriate and relevant content to develop and explore ideas within the context of the discipline to shape most of the work.</p>	<p>Uses appropriate and relevant content to attempt to develop and explore ideas within the context of the discipline to shape some parts of the work.</p>
<p>Organization</p> <p>Organize written material to suit the purpose of the document and meet the needs of the intended audience</p>	<p>Uses the organizational and formatting conventions to promote coherence, cohesion, and flow in ways skillfully and completely suited to the context and purpose</p>	<p>Consistently uses organizational and formatting conventions to promote coherence, cohesion, and flow that is suited to the context and purpose</p>	<p>Follows appropriate expectations of basic organization and format, show awareness of different contexts and purposes</p>	<p>Attempts to use a consistent system for basic organization and presentation</p>
<p>Language</p> <p>Express ideas using language for the intended audience</p>	<p>Uses language that effectively communicates meaning and clarity. Adapts style successfully to audience, context, and purpose. Successfully engages audience. Conveys meaning with no confusion or distraction.</p>	<p>Uses appropriate language that mostly communicates meaning and clarity. Adapts style adequately to audience, context, and purpose. Adequately engages the audience. Conveys meaning with little confusion or distraction.</p>	<p>Uses language that generally conveys meaning with some clarity. Shows some awareness of audience, context, and purpose. Sporadically engages the audience. Ineffectively conveys meaning with some confusion or distraction.</p>	<p>Uses language that does not convey meaning and lacks clarity. Does not show awareness of audience, context, and/or purpose. Ineffectively engages the audience. Meaning is unclear, confuses and/or distracts the audience.</p>

<p>Supporting Elements</p> <p>Uses and cites sources for the specific writing situation</p>	<p>Accurately integrates credible, appropriate, and relevant sources to support ideas. Cites sources based on the appropriate conventions as directed by the writing situation.</p>	<p>Integrates credible, relevant and appropriate sources into the writing to support ideas, but minor inconsistencies exist. Cites sources based on appropriate conventions as directed by the writing situation.</p>	<p>Uses credible, relevant sources to develop content, but without consistent integration or appropriate citations OR Cites sources based on appropriate conventions as directed by the writing situation.</p>	<p>Uses sources that may not be appropriate, credible, or relevant. Sources may be cited but do not use appropriate conventions.</p>
<p>Conventions</p> <p>Uses conventions of grammar and punctuation that are appropriate for the specific writing situation</p>	<p>Finished work is free from distracting errors.</p>	<p>Finished work is nearly free from distracting errors.</p>	<p>Finished work is easily understood minor despite distracting errors.</p>	<p>Finished work has major distracting errors but can still be understood</p>
<p>Overall Rating ILSLO- Written Communication</p> <p>Mark the appropriate level (4, 3, 2, 1)</p>	<p>(4.00)</p>	<p>(3.99-3.00)</p>	<p>(2.99-2.00)</p>	<p>(1.99-1.00)</p>

This rubric was initially adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics. The original VALUE rubrics may be accessed on their website at <http://www.aacu.org/value-rubrics> Reviewed Fall 2015

