

**Writing Outcome (v3.0): Students can write effectively for multiple audiences and purposes**

<b>Written Communication VALUE Rubric (slight adaptations from AAC&amp;U; Rev Nov 2017)</b>	Mastery	Developmental	Developmental	Introductory
Context and Purpose <i>Responds to rhetorical situation (audience, purpose, circumstances)</i>	Demonstrates a thorough understanding of rhetorical situation that is responsive to the task and focuses all elements of the work.	Adequate consideration of rhetorical situation and a clear focus on the assigned task	Demonstrates awareness of rhetorical situation and assigned task (e.g., begins to show awareness of audience's perceptions and assumptions)	Demonstrates minimal attention to rhetorical situation or to task (e.g., expectation of instructor of self as audience)
Content/Development	Use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work	Uses appropriate and relevant content to develop simple ideas in some parts of the work
Genre/Discipline <i>Formal and informal expectations for writing in particular forms and/or academic fields</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (organization, content, presentation, formatting, and stylistic choices)	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task (organization, content, presentation, stylistic choices)	Follows expectations appropriate to a specific discipline and/or writing tasks for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation
Sources/Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and/or genre of the writing	Demonstrates attempt to use credible and/or relevant sources to support ideas appropriate for discipline and genre of the writing	Demonstrates attempt to use sources to support ideas in the writing
Syntax/diction/mechanics <i>Includes word choice, sentence structures, usage, mechanics, punctuation, grammar</i>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency. Virtually error-free	Uses straightforward language that generally conveys meaning to readers. Language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage or mechanics.