

# UCM WRITTEN COMMUNICATION RUBRIC

## Competency 1

### 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.

- The assignment which produced the assessed artifact should be included with the results, and course numbers (to indicate course level) should always be indicated.
- Instructors should go through one or more norming sessions using sample artifacts, so that there is agreement on what is sufficient for each rubric score.

	4 Advanced	3 Intermediate - High	2 Intermediate - Low	1 Novice	0 Student did not perform this element	N/A Assignment did not require or assess this element
<b>Purpose, Audience, and Context</b>	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, and 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 focus on the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates proficiency in at least one of the following: context, audience, purpose, and focus on the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Unable to identify context, audience, purpose, or to comprehend the assigned task.	
<b>Content Development</b>	Uses 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.	Unable to develop simple ideas in any part of the work.	
<b>Control of Syntax and Mechanics</b>	Uses concise syntax that skillfully communicates meaning to readers with clarity and fluency / mechanics virtually error-free.	Uses concise syntax that generally conveys meaning to readers with few mechanical errors.	Uses syntax and mechanics that generally convey meaning to readers with clarity, although writing may include some errors.	Uses syntax and mechanics that sometimes impede meaning.	Unable to use language which conveys meaning. Syntax and mechanics profoundly obscure meaning.	

*Overall, has this student demonstrated competent written communication for a course at this level in this discipline? Yes or no?*

*This work is based on the AAC&U Value Rubrics.*