WRITTEN COMMUNICATION VALUE RUBRIC [adapted][1]

for more information, please contact value@aacu.org

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.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet column one (1) level performance.

	4	3	2	1
Context of and Purpose for Writing	Demonstrates a **thorough** understanding of context, audience, and purpose that is responsive to the assigned task(s).	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 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 only instructor or self as audience).
Content Development	Uses appropriate, relevant, and **compelling** content to **illustrate mastery of the subject**, conveying the writer's understanding, and shaping the **whole work**. Sharply focused central idea.	Uses appropriate, relevant, and **compelling** content to **explore ideas** within the context of the discipline and shape the **whole work**. Clear central idea.	Uses appropriate and relevant content to **develop and explore ideas** through **most of the work**. Central idea exists in most of the work.	Uses appropriate and relevant content to **develop simple idea**s in **some parts** of the work. Central idea exists in some parts of the work.
Genre and Disciplinary Conventions*	Demonstrates **successful execution** of **a wide range of** conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates **consistent use** of **important** conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	**Follows expectations** appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	**Attempts** to use a consistent system for basic organization and presentation.
Control of Syntax and Mechanics	Uses **polished** language that **skillfully communicates** meaning to readers with **clarity and fluency**, and is virtually **error-free**.	Uses **straightforward** language that **generally conveys meaning** to readers. The 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.

* *Genre & disciplinary conventions*: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields. Conventions related to appropriate introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, logic, organization/structure, headings, formatting, word choice, etc.

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[1] This rubric is to be used in conjunction with the Information Literacy rubric when examining student writing that includes source material.

Information Literacy VALUE Rubric [adapted]

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Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet column one (1) level performance.

	4	3	2	1
Determine the Extent of Information Needed	Effectively and consistently determines key concepts that require information (sources).	Determines key concepts that require information (sources).	Does not consistently determine key concepts that require information (sources)—some may be missing, too broad, too narrow.	Has difficulty determining key concepts that require information (sources)—may be missing, too broad, too narrow, included when not needed.
Evaluate Information and its Sources Critically	Chooses a variety of credible sources appropriate to the scope and discipline of the research question. Selects sources based on multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view.	Chooses a variety of credible sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria, such as relevance to the research question, currency, and authority.	Chooses a variety of sources. Selects sources using basic criteria, such as relevance to the research question and currency.	Chooses a few sources. Selects sources using limited criteria, such as relevance to the research question.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes, critically analyzes, and synthesizes information. Seamlessly incorporates information to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes, analyzes, and synthesizes information from sources. Coherently integrates information. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized and only supports the flow of the content to some extent. The intended purpose is not fully achieved.	Attempts to communicate information from sources. The information is fragmented and/or misrepresented (misquoted, taken out of context, or incorrectly paraphrased, etc.) so the intended purpose is not achieved.
Use Information Ethically and Legally	Students use correctly all of the following information use strategies:	Students use correctly three of the following information use strategies:	Students use correctly two of the following information use strategies:	Students use correctly one of the following information use strategies:

- use of citations and reference;
- choice of paraphrasing, summary, or quoting;
- use information in ways that are true to original context;
- distinguish between common knowledge and ideas requiring attribution.