

G. SAC STATE UNIVERSITY-WIDE WRITING RUBRIC

The following rubric is adopted from the AAC&U Written Communication VALUE Rubric and is intended for use in program assessment.

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 following rubric reflects university-wide standards for written communication for program assessment. However, since disciplinary writing expectations and values vary the rubric can be modified for each discipline and instructor.

	Capstone 4	3	Milestones 2	Benchmark 1
Context of and purpose for writing	Demonstrates a thorough understanding of the context, audience, and purpose of the assigned task(s).	Demonstrates adequate understanding of the context, audience, and purpose of the assigned task(s).	Begins to demonstrate understanding of the context, audience, purpose, and of the assigned task(s).	Demonstrates minimal understanding of the context, audience, and purpose of the assigned task(s).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject throughout the work.	Uses appropriate, relevant, and compelling content throughout the 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 and disciplinary conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s).	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s).	Follows basic expectations appropriate to a specific discipline and/or writing task(s).	Attempts to follow basic expectations appropriate to a specific discipline and/or writing task(s).
Sources and evidence	Demonstrates skillful use of high quality, credible, relevant sources to support ideas that are 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 genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Revision	Demonstrates a need for minimal revision of global features (purpose, content, genre, sources and evidence). The writer has composed multiple drafts and made significant revision based on feedback from peers and/or the instructor.	Demonstrates a need for some further revision of global features (purpose, content, genre, sources and evidence). The writer has composed multiple drafts and made substantial revision based on feedback from peers and/or the instructor.	Demonstrates a need for further revision of global features (purpose, content, genre, sources and evidence). The writer has composed more than a single draft and made some revision based on feedback from peers and/or the instructor.	Demonstrates a need for significant revision of global features (purpose, content, genre, sources and evidence). The writer has composed one draft or has composed more than one draft but made minimal revision based on feedback from peers and/or the instructor.
Editing	Demonstrates careful editing that skillfully communicates meaning to readers with superior control of syntax and mechanics appropriate to the task(s).	Demonstrates careful editing that generally conveys meaning to readers with consistent control of syntax and mechanics appropriate to the task(s).	Demonstrates editing that generally conveys meaning to readers. Problems with syntax and mechanics do not impede understanding.	Demonstrates a need for significant editing. Problems with syntax and mechanics impede meaning.

Sacramento State University Written Communication Rubric for Classroom Assessment

The following rubric is adopted from the AAC & U Written Communication VALUE Rubric and is intended for use in classroom assessment.