| Written Communication | | | | | | |
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| *Institutional Learning Outcome* | |  | *At the Associate’s Level* | | *At the Bachelor’s Level* | *At the Master’s Level* |
| Students will organize their thoughts and feelings, synthesize relevant information and concepts, and effectively, clearly, and persuasively communicate their perspectives through written language. | |  | * Develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences. * Demonstrates effective interactive communication through written discussion, i.e., by reading actively and responding constructively in writing and through structured written presentations to general and specialized audiences. * Negotiates, in writing, with peers an action plan for a practical task and communicates the results of the negotiation, in writing. | | * Constructs sustained, coherent written arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences. * Conducts a written inquiry concerning information, conditions, technologies or practices in the major field of study that makes substantive use of scholarly sources. * Negotiates, in writing, with one or more collaborators to advance a written argument or articulate an approach to resolving a social, personal or ethical dilemma. | * Creates sustained, coherent written arguments or explanations, summarizing his/her work or that of collaborators in two or more media for both general and specialized audiences. |
| COMPETENCY | | 0  NOT PRESENT | 1  INITIAL  (shows some comprehension) | 2  EMERGING | 3  DEVELOPED | 4  HIGHLY DEVELOPED |
| 1 | Development of content  (e.g., claims supported by reasoning and evidence in a way that is credible or persuasive) | Does not develop ideas (no articulation of claims and logical reasoning, for example). | Uses some relevant content to develop simple ideas and his or her own perspective in only part of the work (articulates and superficially explains his or her ideas). | Uses relevant and adequate content to develop and explore ideas and his or her own perspective, but this is not sustained throughout the work. | Consistently and persuasively uses relevant and compelling content to explore ideas and to communicate his or her own perspectives (articulates and clearly explains own reasoning, and assumptions). | Skillfully and consistently uses relevant and compelling content to illustrate mastery of the subject and his or her own perspective. |
| 2 | Organization and structure (e.g. ideas presented in a logical order effective for the paper's purpose, which may include argumentation, exposition, description, etc.). | Disorganized. No apparent organizational pattern chosen. Work moves between ideas without clear transitions. | Organized around a focus and most of the paper connects to that focus. Attempts to use an organizational pattern, but some paragraphs may seem out of place or the organizational pattern chosen is ineffective for the paper's purpose. Lacks transitions in some areas. | Organized around a structure appropriate for the paper's purpose, though the structure may not be sustained. Paragraphs are organized around points, and most paragraphs move toward the paper's purpose. Transitions may be weak at times. | Consistently organized around a structure appropriate for the paper's purpose, with clear transitions. Paragraphs are consistently and appropriately organized. | Skillfully and consistently organized around a structure appropriate for the paper's purpose, with clear transitions. Uses a sophisticated structure that blends multiple patterns of organization effectively. Paragraphs are consistently and appropriately organized. |
| 3 | Synthesis of information and concepts (which may include perspectives and/or sources). | Does not acknowledge more than a single perspective. | Uses information from one or two perspectives or sources. Able to describe the position that the perspective or source takes (such as for/against, agree/disagree), but makes no connections between the positions. | Makes general connections between multiple perspectives or sources. Able to draw superficial connections between the perspectives or sources (such as understanding how perspectives or sources agree and/or disagree). | Shows a nuanced use of multiple perspectives or sources. Able to discern and describe complex connections between perspectives and sources. Does this well enough in one section of the paper, but may not be sustained in every section. | Shows a sophisticated use of multiple perspectives or sources. Able to discern and describe complex connections between perspectives and sources, depicting them to be in conversation with each other. Sustains this level throughout the paper. |
| 4 | Follows appropriate academic conventions: formatting, documentation, and stylistic choices.  (Note: Specific genres of writing and disciplines have different expectations about the proposal and defense of a thesis/hypothesis, or the appropriateness of passive voice or first-person, for example. To assess this category, readers must be familiar with disciplinary expectations for the particular assignment under review.). | Does not demonstrate the expectations for the kind of writing or the academic field; shows no recognition of genre or disciplinary convention. | Shows limited understanding of the expectations for the field and attempts to follow some (but not all) basic rules for the specific kind of writing and/or particular academic field. | Shows understanding of the basic rules for the specific kind of writing and/or particular academic field, but use is not sustained throughout the work. | Demonstrates consistent use of the most important rules for the specific kind of writing and/or particular academic field. | Demonstrates skillful and sophisticated use of the genre and disciplinary conventions for the specific kind of writing and/or particular academic field. |
| 5 | Control of syntax, style and grammar | Language does not effectively convey intended meaning. Frequent errors seriously impede communication. | Uses language that sometimes obfuscates meaning. Significant errors present, but few that impact communication to the point of incomprehensibility. | Uses language that sufficiently conveys intended meaning. The writing may include some errors, but none that seriously disrupt communication. | Uses language that conveys meaning to readers with clarity and growing fluency. Writing has few errors. | Uses language that skillfully conveys meaning to readers with clarity and precision and is virtually error free. |