

**Written Communication
PROGRAM ASSESSMENT RUBRIC**

Criteria	4-Accomplished <i>Exceeds Expectations of Graduating Senior</i>	3-Competent <i>Meets Expectations of Graduating Senior</i>	2-Developing <i>Partially Meets Expectations of Graduating Senior</i>	1-Beginning <i>Does Not Meet Expectations of Graduating Senior</i>
Audience/Tone	<i>Precisely</i> demonstrates recognition of audience and sets <i>relevant</i> tone. Engages an audience effectively.	Demonstrates recognition of audience and sets <i>relevant</i> tone most of the time.	Is inconsistent in recognition of audience and setting of <i>relevant</i> tone.	Fails to demonstrate recognition of audience and/or set <i>relevant</i> tone.
Organization <i>Integration</i>	<i>Fairly</i> and <i>accurately</i> synthesizes sources and integrates <i>relevant</i> information, with significant <i>depth</i> and <i>breadth</i> .	<i>Fairly</i> and <i>accurately</i> synthesizes sources and integrates <i>relevant</i> information.	Synthesizes sources and integrates <i>relevant</i> information, but is not always <i>fair</i> and/or <i>accurate</i> .	Does not synthesize sources and/or integrate <i>relevant</i> information.
Organization <i>Cohesion</i>	Organization is <i>clear</i> and <i>logical</i> (parts make sense together; no contradictions). Organization is creative and engaging.	Organization is <i>clear</i> and <i>logical</i> (parts make sense together; no contradictions)	Organization is mostly <i>clear</i> and <i>logical</i> (most parts make sense together; may be some contradictions).	Organization is not <i>clear</i> and/or <i>logical</i> (parts do not make sense together and/or there are many contradictions).
Control of Written Language <i>Sentence Structure/Syntax</i>	Writing is <i>clear</i> , <i>accurate</i> , and <i>precise</i> virtually all of the time. Elegant sentence structure; fluid integration of terms.	Writing is <i>clear</i> , <i>accurate</i> , and <i>precise</i> most of the time.	Writing is <i>clear</i> and <i>accurate</i> some of the time. May have some awkward sentences.	Writing is rarely <i>clear</i> and/or <i>accurate</i> . May have many awkward sentences.
Control of Written Language <i>Word Choice/Vocabulary</i>	Uses <i>accurate</i> , <i>relevant</i> , and <i>precise</i> vocabulary virtually all of the time.	Uses <i>accurate</i> and <i>relevant</i> vocabulary most of the time.	Limited use of <i>accurate</i> and <i>relevant</i> vocabulary.	Rarely uses <i>accurate</i> and/or <i>relevant</i> vocabulary.
Surface Features	Nearly error free, <i>accurate</i> use of punctuation, grammar, capitalization, <i>relevant</i> citation format, etc.	<i>Accurately</i> uses punctuation, grammar, capitalization, <i>relevant</i> citation format, etc. with minor or minimal errors that do not interfere with <i>clarity</i> .	Major and/or frequent errors in use of punctuation, grammar, capitalization, <i>relevant</i> citation format, etc. Errors sometimes interfere with <i>clarity</i> .	Major and/or frequent errors in use of punctuation, grammar, capitalization, <i>relevant</i> citation format, etc. Errors often interfere with <i>clarity</i> .
Information Literacy	Selects <i>relevant</i> , <i>accurate</i> , appropriate, and <i>significant</i> sources.	Selects <i>relevant</i> , <i>accurate</i> , and appropriate sources.	Selects some <i>relevant</i> , <i>accurate</i> , and appropriate sources.	Selects virtually no <i>relevant</i> , <i>accurate</i> , and/or appropriate sources.

* Elder & Paul (2007) intellectual standards are italicized in table, and defined on next page.

Applying the Intellectual Standards

Clarity: Understandable; the meaning can be grasped

Feedback: Could you elaborate further? Could you give an example? Could you illustrate what you mean?

Accuracy: Free from errors or distortions; true

Feedback: How could we check on that? How could we find out if that is true? How could we verify or test that?

Precision: Exact to the necessary level of detail

Feedback: Could you be more specific? Could you give more details? Could you be more exact?

Relevance: Relating to the matter at hand

Feedback: How does that relate to the problem? How does that bear on the question?
How does that help us with the issue?

Depth: Containing complexities and multiple interrelationships

Feedback: What factors make this a difficult problem? What are some of the complexities of this question?
What are some of the difficulties we need to deal with?

Breadth: Encompassing multiple viewpoints

Feedback: Do we need to look at this from another perspective? Do we need to consider another point of view?
Does we need to look at this in other ways?

Logic: The parts make sense together; no contradictions

Feedback: Does this all make sense together? Does your first paragraph fit in with your last?
Does what you say follow from the evidence?

Significance: Focusing on the important; not trivial

Feedback: Is this the most important problem to consider? Is this the central idea to focus on?
Which of these facts are most important?

Fairness: Justifiable; not self-serving or one-sided

Feedback: Do you have any vested interest in this issue?
Are you sympathetically representing the viewpoints of others?