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| **Written Communication** | **1 (Beginning)** | **2 (Developing)** | **3 (Accomplished)** | **4 (Exemplary)** |
| **Content development and organization of ideas** | Content demonstrates consideration of simple ideas that are evident in some elements of work. The presentation of ideas is mostly random. The writing is difficult to follow and there is little to no organizational structure.  | Content demonstrates attention to simple ideas that are evident in the work. Organizational structure is inconsistent. Transitions between supportive ideas and concepts are often rough. | Content demonstrates consideration of new ideas that are used to shape solid work. The paper is well organized and easy to follow. There is good flow and transition across supportive ideas and concepts. | Content explores complex ideas that are used to shape compelling work. The paper demonstrates strong and purposeful organization with meaningful, fluid transitions that enhance flow and impact. |
| **Effectiveness of expression (fluency, word choice, voice, sentence structure)** | Fails to convey idea and lacks clarity of thought. Writing is readable but lacks fluency. | Conveys idea to readers with limited clarity. Writing lacks fluency. | Conveys idea to readers with general clarity and fluency, but there are some areas where clarity and/or fluency could be improved. | Conveys idea to readers with clarity and fluency consistently throughout the document.  |
| **Standard conventions of grammar, punctuation, mechanics, and spelling** | Writer shows persistent errors in using standard conventions. Errors seriously impede reading comprehension. | Writer uses standard conventions inconsistently. Many errors inhibit comprehension. | Writer uses most standard conventions effectively. A few consistent errors. | Writer uses standard conventions (grammar, punctuation, mechanics, spelling) effectively. Nearly error free. |
| **Critical Thinking** | **1 (Beginning)** | **2 (Developing)** | **3 (Accomplished)** | **4 (Exemplary)** |
| **Sustained central focus** | Writer does not communicate a clear central focus. | Writer somewhat develops and sustains clear focus. | Writer mostly develops and sustains a central focus. | Writer thoroughly develops and sustains clear central focus. |
| **Evidence** | Writer provides little or no evidence to support paper’s central focus. | Writer provides uneven or insufficient evidence; evidence may be disconnected from central focus or subjective and undocumented. | Writer provides evidence to support the central focus; evidence is objective/external with little subjective opinion and includes citations/documentation. | Writer provides strong evidence; consistently utilizes and documents meaningful, objective, external evidence to support ideas and concepts. |
| **Valid inferences and clear conclusion** | Writer does not attempt to draw inferences or use logical thought; restating a central focus is not reasoning. No conclusion drawn. | Writer attempts to apply logical thought to produce arguments, but inferences may be inaccurate or fallacious. Conclusion drawn, but not supported. | Writer applies logical thought to produce arguments, but some inferences may be invalid; reasoning may not always be easy to follow. Conclusion weakly supported. | Writer applies logical thought to produce arguments with valid inferences, organized reasoning and clear conclusion. Writer accurately explains where the evidence does and does not support the central focus.  |

Written Communication Rubric based on AAC&U Written Communication VALUE rubric /USem Program Rubric; OWEAC

Critical Thinking Rubric based on USem Logical reasoning rubric; McREL, 1993; AAC&U; Faculty institute 9/2011

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| **Information Literacy** | **1 (Beginning)** | **2 (Developing)** | **3 (Accomplished)** | **4 (Exemplary)** |
| **Recognizes the necessity to cite appropriate sources**  | Cites very few or no discipline-appropriate sources. | Cites a few discipline-appropriate sources. | Cites several discipline-appropriate sources. | Cites many discipline-appropriate sources. |
| **Cites sources in a complete and consistent format** | References are incomplete and inconsistent. Not enough information is provided to locate sources. | References are somewhat complete and consistent. Some information is provided to locate sources. | References are mostly complete and consistent. Enough information is provided to locate most sources. | References are complete and consistent. Enough information is provided to locate all sources. |
| **Distinguishes timeliness of sources—current unless of historical significance** | Few or no sources published within an appropriate timeframe relevant to the subject matter.  | Some sources published within an appropriate timeframe relevant to the subject matter.  | Majority of sources published within an appropriate timeframe relevant to the subject matter.  | All sources published within an appropriate timeframe relevant to the subject matter. |
| **Chooses sources relevant to subject matter** | Sources unrelated to research topic. | Sources somewhat related to research topic. | Sources mostly related to research topic. | Sources directly related to research topic. |
| **Incorporates high quality, discipline-appropriate or peer-reviewed sources**  | Little or no information from discipline appropriate or peer-reviewed sources. Sources are superficial or weak. | Some discipline appropriate or peer-reviewed sources somewhat aligned to research topic. | Many discipline appropriate or peer-reviewed sources generally aligned to research topic.  | Most or all discipline appropriate or peer-reviewed sources closely aligned to research topic. |
| **Integrates a range of sources—books, articles, government documents, websites—appropriate for subject matter** | Unbalanced sources relying primarily on a single work or author.  | Somewhat balanced and varied sources relying on a few different works and authors. | Mostly balanced and varied sources relying on several different works and authors. | Well-balanced and varied sources relying on multiple different works and authors. |

**Information Literacy – The ability to know when there is a need for information, to be able to locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.**

Information Literacy Foundational Goals and Proficiencies:

1. Determine the nature and extent of information needed.
2. Access information effectively and efficiently.
3. Evaluate information and resources.
4. Integrate information ethically and legally.

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Revised 2014-08-04