

WRITING – UPPER DIVISION – RUBRIC FOR GENERAL EDUCATION ASSESSMENT

	Exceeds Standard (4)	Meets Standard (3)	Approaches Standard (2)	Needs Improvement (1)
<p>Context of and Purpose for Writing Includes consideration of audience, purpose, and circumstances surrounding the writing task(s).</p>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	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 task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectations of instructor or self as audience).
<p>Content Development Produce discipline-specific written communication, reflecting scrutiny in content.</p>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject , conveying the writer's understanding, and shaping of the whole work .	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shaping of the whole 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.
<p>Genre and Disciplinary Conventions Execute the discourse conventions most commonly used in the student's major disciplines.</p>	Demonstrates detailed attention to and successful execution of a wide range of conventions 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.
<p>Sources and Evidence Differentiate among data sources those that are pertinent and legitimate to the scholarship of the discipline.</p>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of 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.
<p>Control of Syntax and Mechanics Produce discipline-specific written communication free from mechanical errors.</p>	Uses eloquent 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 in the artifact 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 too many errors .

Based on the VALUE Rubric for Written Communication from: Rhodes, T. L. (ED.). (2009). *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities.