

Student Learning Outcome: Express oneself effectively in common college-level written forms					
Criteria	Insufficient (1)	Developing (2)	Proficient (3)	Exemplary (4)	Rating
Context of and Purpose for Writing	Demonstrates minimal or no understanding of context, audience, and purpose	Demonstrates limited understanding of context, audience, and purpose with an inconsistent focus on the assigned task(s)	Demonstrates understanding of context, audience, and purpose with a focus on the assigned task(s)	Demonstrates a thorough understanding of context, audience, and purpose with a clear focus on the assigned task(s)	
Content	Develops minimal relevant content that rarely illustrates understanding of the subject	Develops content that inconsistently illustrates understanding of the subject and disciplinary knowledge	Develops relevant and appropriate content to illustrate understanding of the subject and disciplinary knowledge	Develops relevant, appropriate, and engaging content to illustrate complex understanding of the subject and disciplinary knowledge	
Genre and Style	Demonstrates minimal use of discipline specific conventions including, organization, sources, stylistic choices, and formatting	Demonstrates inconsistent use of discipline specific conventions including organization, sources, stylistic choices, and formatting	Demonstrates consistent use of discipline specific conventions including organization, sources, stylistic choices, and formatting	Demonstrates consistent, strategic use of discipline specific conventions including organization, sources, stylistic choices, and formatting	
Syntax and Mechanics	Uses language and sentence structures that compromise meaning or readability	Uses language and sentence structures that inconsistently communicate meaning	Uses language and sentence structures that communicate meaning with clarity and fluency	Uses language and sentence structures that skillfully and consistently communicate meaning with clarity and fluency	
Overall Rating					

Adapted from the AAC&U Written Communication Value Rubric: <http://www.aacu.org/value/rubrics/written-communication>

RIT **Benchmark:** 70% of students will achieve a rubric score of Proficient (3) or higher.

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Essential Element – Communication

Effective communication is essential to the success of every RIT student, and as such, every General Education course must be aligned to at least one of the four associated Communication student learning outcomes. In this context, effective communication is understood as the application of language in the expressive (spoken, signed, or written) and receptive (reading) forms that enables an individual to use language successfully for a variety of purposes and audiences.

Framing Language

Effective written communication is the ability to use language successfully for a variety of purposes and audiences. This rubric includes four categories of interrelated elements that apply to written projects undertaken by students in diverse disciplines and educational settings. When applying this rubric to student work, scoring faculty should interpret the rubric and their understanding of its application to their instructional or assessment context.

Glossary of Key Terms

- Context of and purpose for writing:** how a writer negotiates their intended effect on an audience within the parameters of the task(s)
- Content:** knowledge, ideas, and material used to explore and represent the topic
- Genre:** formal and informal conventions for particular types of disciplinary texts or media
- Style:** authorial and disciplinary choices such as tone, discourse, identity, word choice, organization
- Syntax and Mechanics:** sentence-level readability prioritizing the author's purpose over strict grammatical correctness